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ABSTRACT

In spring 1984, a study of the socioeconomic characteristics of California's community college students was conducted in order to determine the impact of a recently imposed mandatory fee as measured by changes in student ethnicity, income, and academic load. A stratified random sample of 10,247 students from 62 of the state's 105 community colleges was surveyed. Study findings, based on a 69% response rate, included the following: (1) three of every five students were self-supporting; (2) both self-supporting students and students who were financially dependent upon their parents reported median incomes below the median for all California; (3) 80% of all students were working; (4) 33% of all students reported that they intended to transfer to a four-year institution, and nearly 50% were enrolled for occupational skills; (5) the racial and ethnic backgrounds of community college students were comparable to those of all Californians, except that Asians were overrepresented and Hispanics were underrepresented; and (6) of every 10 self-supporting students, 3 had never married; 5 were currently married; 2 were divorced, widowed, or separated; none lived with parents; 6 rented; 4 owned their own homes; and 8 worked. Extensive data tables and the survey instrument are included in the study report. (EJV)

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STUDENT SOCIOECONOMIC CHARACTERISTICS: SPRING 1984

CALIFORNIA COMMUNITY COLLEGES

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DECEMBER 1984

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STUDENT SOCIOECONOMIC CHARACTERISTICS: SPRING 1984

FIRST
PHASE
OF
FEE-IMPACT
SURVEY

CALIFORNIA
COMMUNITY
COLLEGES

CHANCELLOR'S OFFICE
FIELD RESEARCH CORPORATION

DECEMBER 1984

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PREFACE

This report results from a survey conducted for the Chancellor's Office by the Field Research Corporation during the Spring 1984 to identify the socioeconomic characteristics of community college students. Survey results are intended to provide a reliable picture of Spring 1984 enrollment for use as a benchmark by the Chancellor's Office in assessing the impact of the mandatory fee instituted in Fall 1984 by AB 1XX (1984).

Of particular concern is the impact of the new mandatory fee on students enrolled for credit, as measured by their ethnicity, income, and academic load. Also of concern is the possible impact that would result if a fee were to be levied on noncredit students. Besides assessing the impact of the new fee, survey data will support analyses of financial aid and other important factors.

The survey consisted of a stratified random sample of 10,247 students from 62 of the 105 community colleges. Two questionnaire mailings, follow-up by college officials, and a final telephone follow-up by Field Corporation staff produced 7,094 useable responses, a rate of 69 percent.

Many district and college staff provided valuable assistance in the sample selection and follow-up activities. Also to be recognized is the excellent work of Eleanor Murray who directed the work by the Field Research Corporation and of Leonard Shymoniak who coordinated the project for the Chancellor's Office Analytical Studies Unit. In addition, an advisory committee (see membership in Appendix) helped developed the survey design and questions. Questions or comments about this report should be directed to us at (916) 445-0102.

Chuck McIntyre
Director of Analytical Studies
State Chancellor's Office
California Community Colleges

Sacramento
December 1984

SUMMARY OF SURVEY FINDINGS

The following summarizes some of the major findings of the Spring 1984 survey of California community college students conducted for the Chancellor' Office by the Field Research Corporation.

(1) Three of every five community college students are self-supporting and two are dependent.[1] (Chart 1)

- 23 percent of all community college students are enrolled full-time (take 12 or more credit units); 65 percent are enrolled part-time for credit; and 12 percent are enrolled only in noncredit courses.
- 60 percent of self-supporting students are enrolled part time.

(2) Community college students are less wealthy than the typical Californian. (Chart 2)

- Those students who are dependent upon their parents say their parents' median income[2] is below the the median for Californians of similar ages.
- Self-supporting students report a median income that is below the median for all Californians.
- One of every ten self-supporting students is on public assistance.

  (This is comparable to the figure for all Californians.)
- Eleven percent of community college students report receiving financial aid grants.

---

[1] Students are classified as dependent if they met any one of the following three criteria:

1) were claimed as a dependent for tax purposes for either or both of the past two years
2) lived with their parents more than six weeks during the past year
3) received more than $800 in support from their parents during the past year

[2] The median income is the "middle" income; half of the incomes reported are above this figure and half are below. The "mean average" income (total of all incomes divided by the number of families) is typically $4,000 to $5,000 higher since it is pulled up by a few very high incomes.

- Sixteen percent of students report that they borrow money in order to support their education.

(3) Most community college students work regardless of their circumstances; i.e., regardless of whether they are dependent, self-supporting, full-time or part-time. (Chart 3)

- Four of every five students work.
- Half of those who work spend 40 hours per week on their job.

(4) Reporting on their educational objectives: (Chart 4)

- One-third of all students report they intend to transfer to a four-year institution.
- Nearly one-half are enrolled for occupational skills.
- The remainder are enrolled for either basic skills or other purposes.

  (This pattern is different than that reported in earlier studies, where fewer students were enrolled for occupational skills and more students were enrolled for other purposes. This may reflect the impact of the mandated course reduction in 1982 and other recent budget cuts.)

- Of every ten <u>full-time</u> students,
  - six say they want to transfer
  - five are training for an occupation
  - two are enrolled for basic skills or other purposes

(5) The racial and ethnic backgrounds of community college students are comparable to those of all Californians, except that Asians are overrepresented and Hispanics are underrepresented:

	Community College Students (Fall 1983)	All Californians (1980 Census)
American Indian	1.5%	0.9%
Asian/Pacific Islander	11.2	4.8
Black	8.7	7.5
Hispanic	12.9	19.2
Non-Hispanic White	62.9	66.6
Other	2.8	1.0

- Asian students least often attend on a part-time basis; but, along with Hispanics, most often attend noncredit courses. (Chart 5)

(This pattern reflects the large number of English as a Second Language (ESL) courses taught in the noncredit mode.)

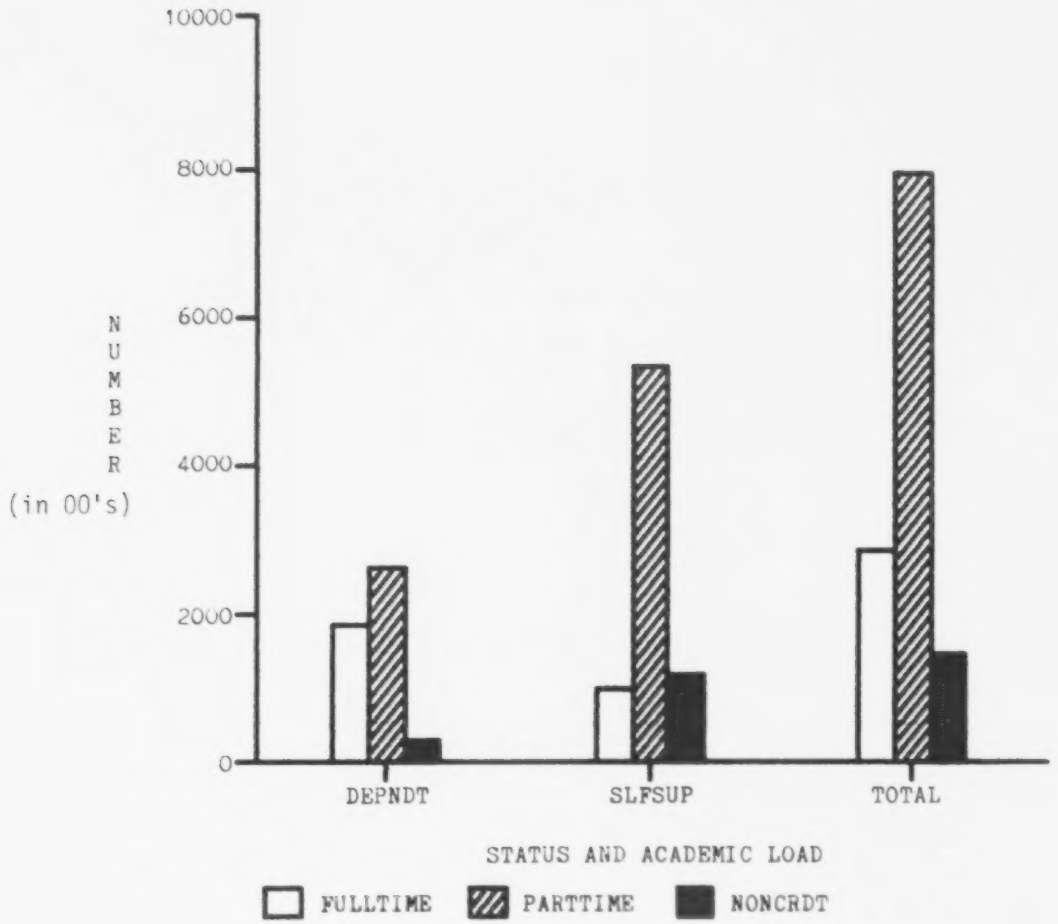
- Asian and Black students report the lowest incomes while Non-Hispanic Whites report the highest incomes. (Chart 6)

(6) In terms of lifestyles, of every

ten dependent students:	ten self-supporting students:
• nine have never married one is currently married	• three have never married five are currently married two are divorced, widowed, or separated
• nine live with parents one rents	• none live with parents six rent four own their own homes
• eight work	• eight work

CHART 1

STUDENT NUMBERS



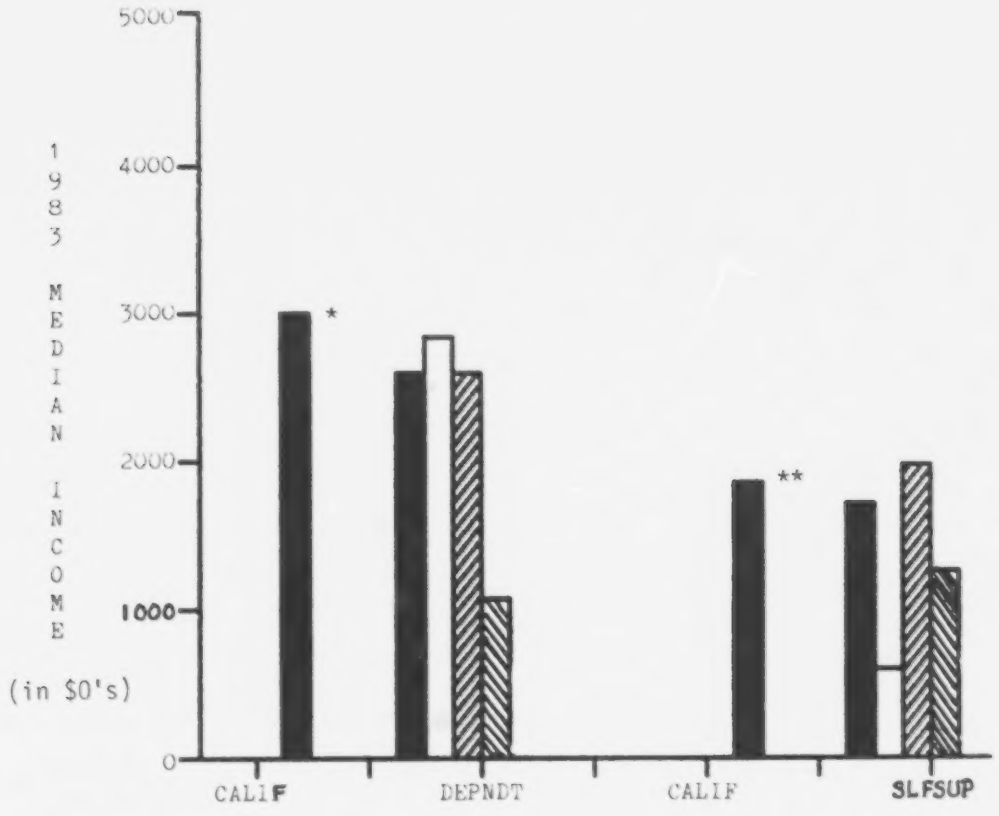
COMMUNITY COLLEGE ENROLLMENT
BY UNIT LOAD AND DEPENDENCY STATUS

	DEPENDENT	SELF-SUPPORTING	TOTAL
FULL-TIME	185,855	101,847	287,702
PART-TIME	261,587	531,102	792,689
NONCREDIT	28,150	119,961	148,111
TOTAL	475,582	752,910	1,222,501

NOTE: Derived from results of Field Corporation Survey applied to Fall 1983 enrollment.

CHART 2

INCOME COMPARISON



STUDENT DATA: STATUS AND ACADEMIC LOAD

FULLTIME PARTTIME NONCRDT TOTAL

CALIFORNIA DATA:

* Median family income where householder is between 40 and 54 years old.

** Median family income for all Californians

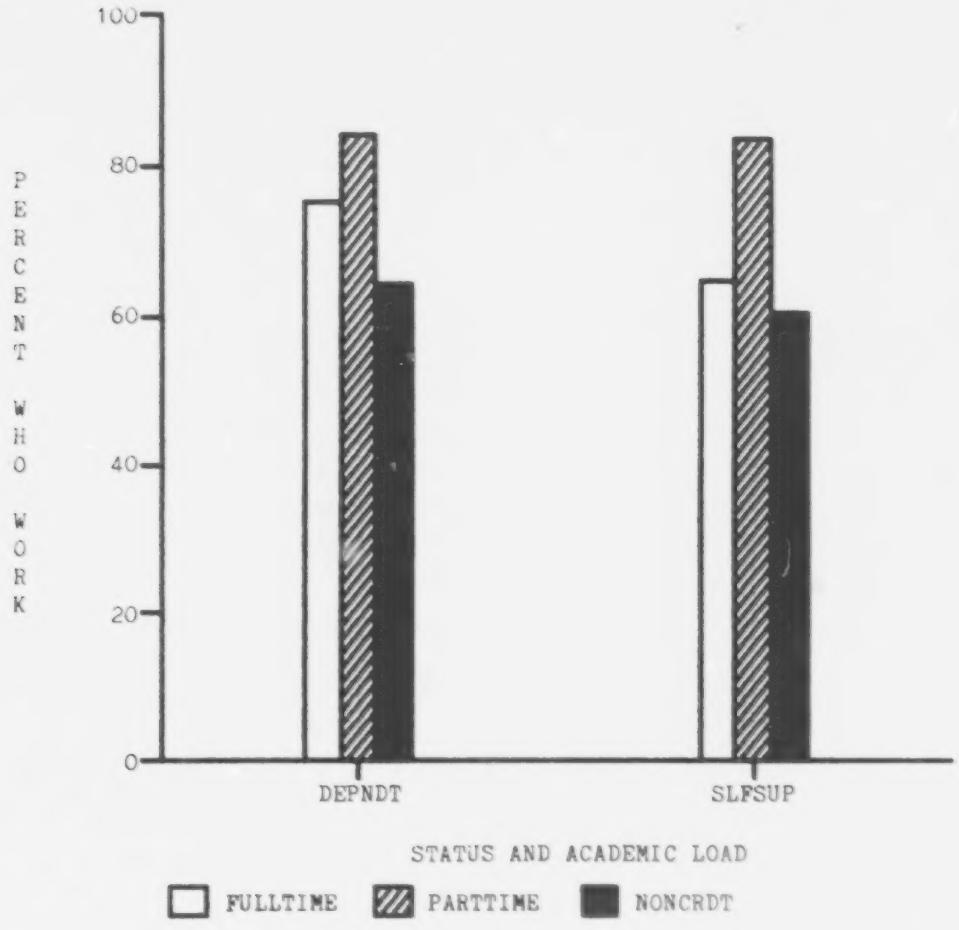
1983 MEDIAN FAMILY INCOMES
BY UNIT LOAD AND DEPENDENCY STATUS

	DEPENDENT STUDENTS	SELF-SUPPORTING STUDENTS
FULL-TIME	$28,300	$ 6,100
PART-TIME	25,900	19,700
NONCREDIT	10,800	12,600
TOTAL, STUDENTS	$26,000	$17,300
CALIFORNIANS ALL HOUSEHOLDERS	---	$18,564
AGED 40-54 YEARS	$29,884	---

SOURCE: Field Research Corporation Survey. California figures estimated from Current Population Survey.

CHART 3

EMPLOYMENT



EMPLOYMENT

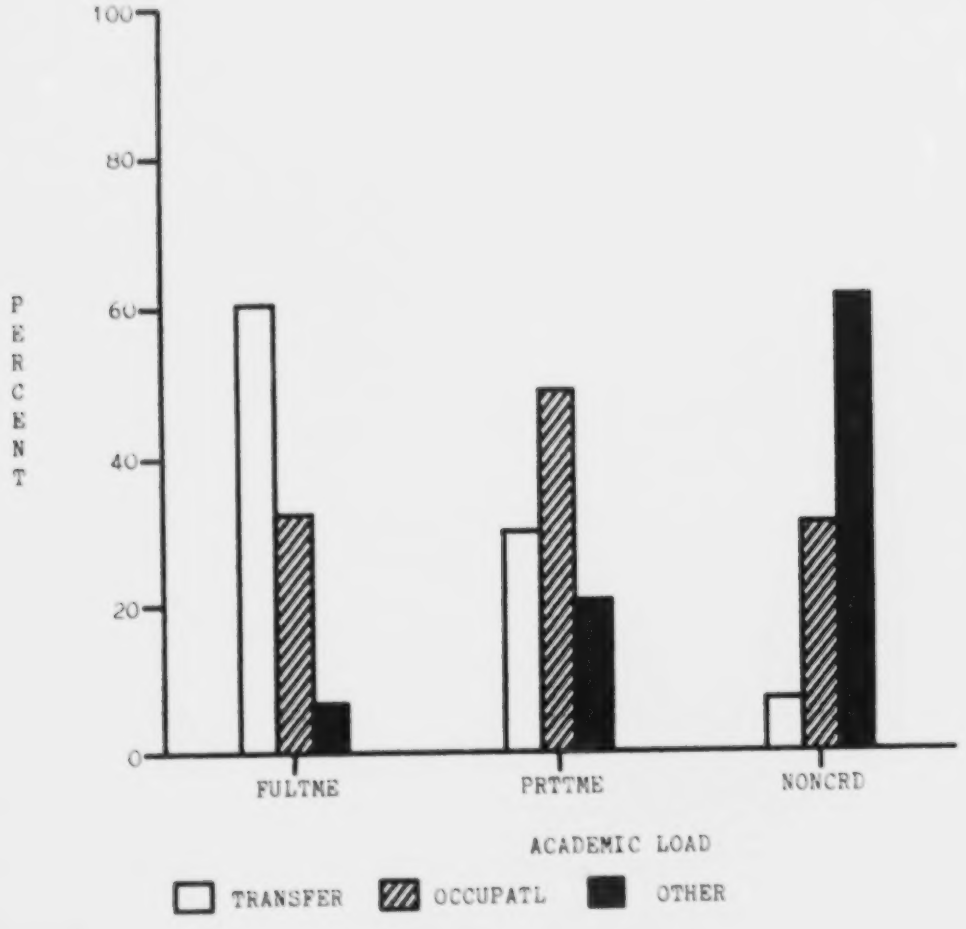
PERCENT OF STUDENTS WHO WORK
BY UNIT LOAD AND DEPENDENCY STATUS

	DEPENDENT	SELF-SUPPORTING
FULL-TIME	75.0%	64.6%
PART-TIME	83.9%	83.7%
NONCREDIT	64.0%	60.4%

SOURCE: Field Research Corporation Spring 1984 survey.

CHART 4

EDUCATIONAL OBJECTIVES



EDUCATIONAL OBJECTIVES

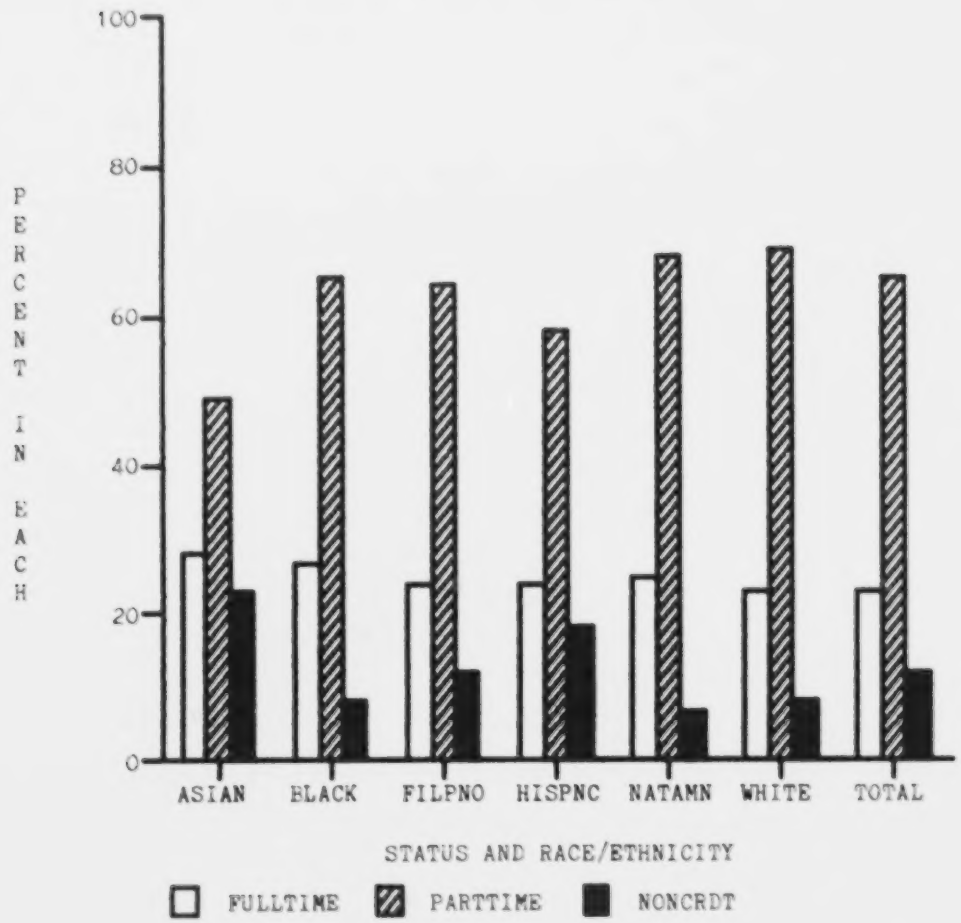
BY UNIT LOAD

	FULL-TIME	PART-TIME	NONCREDIT
TRANSFER	60.6%	30.0%	7.5%
OCCUPATIONAL	32.6	49.3	31.0
OTHER	6.8	20.7	61.5

SOURCE: Field Research Corporation Spring 1984 survey.

CHART 5

COURSE LOAD BY RACE/ETHNICITY



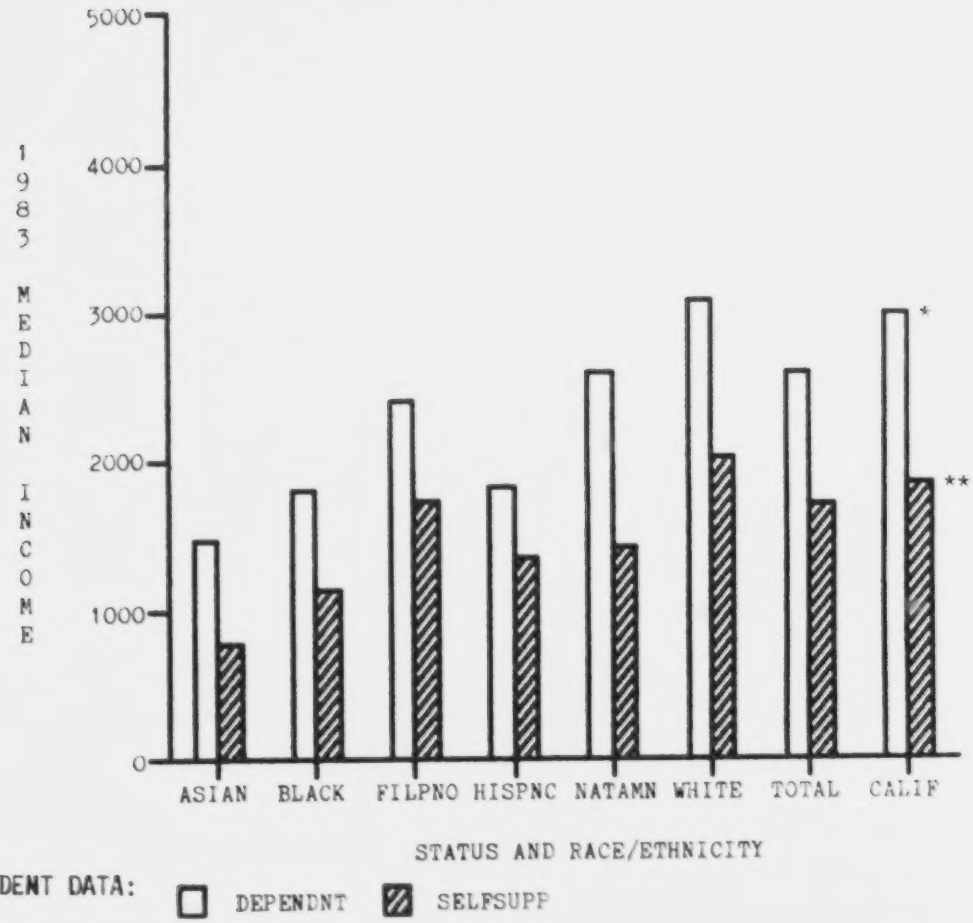
PERCENT OF COURSE LOAD
BY STUDENT RACE

	FULL-TIME	PART-TIME	NONCREDIT
ASIAN	28%	49%	23%
BLACK	27	65	8
FILIPINO	24	64	12
HISPANIC	24	68	18
NATIVE AMERICAN	25	68	7
WHITE	23	69	8
TOTAL	23%	65%	12%

SOURCE: Field Research Corporation Spring 1984 survey.

CHART 6

INCOME BY RACE/ETHNICITY



CALIFORNIA DATA:

* Median family income where householder is between ages 40 and 54.

** Median family income for all Californians.

MEDIAN 1983 FAMILY INCOME
BY RACE AND DEPENDENCY STATUS

	DEPENDENT	SELF-SUPPORTING
ASIAN	$14,900	$ 8,000
BLACK	18,100	11,500
FILIPINO	24,000	17,500
HISPANIC	18,300	13,600
NATIVE AMERICAN	26,000	14,200
WHITE	30,900	20,200
TOTAL	$26,000	$17,300
CALIFORNIANS:		
ALL	---	$18,564
AGED 40-54	$29,884	---

SOURCE: Field Research Corporation Spring 1984 survey and Current Population Survey.

SURVEY METHOD

This report presents the findings from a survey among a cross-section sample of California Community College students. The study was mandated by Section 17 of AB 1XX (1984) which requires the Chancellor to study the impact of the "mandatory" fee on community college enrollments specifically, its impact on ethnicity, income, academic load and enrollment in college noncredit education.

Objective of the Research

The purpose of this research was to provide an accurate, reliable picture of community college enrollment in the Spring of 1984 which would serve as a benchmark for measuring the effects of the fee on the community college enrollment mix. Four variables were identified as being of particular importance:

ethnicity
income
academic load
enrollment in college noncredit education

Two post-fee studies are contemplated: the first in the Spring of 1985, one year following the benchmark and the second in the Spring of 1986.

Research Design

The data presented herein were gathered by means of self-administered questionnaires sent to a sample of 10,247 students drawn from a sample of 62 schools.

The universe for study was defined as "total active enrollments as of the first census," Spring, 1984. FRC first selected a sample of 62 schools. Each sampled school was asked to provide a random sample of students using a systematic random counting interval, viz. every 24th student in the total active enrollment as of the first census. All 62 schools supplied FRC with the requested sample. FRC then drew a sample of students, stratified by ethnicity. This was done by applying a different sampling rate to each ethnic group.

The initial mailing included an individually typed letter to the student from the Chancellor, a questionnaire and a postage paid return envelope. Approximately 16 days following the first mailing, a second mailing was made to all of the non-responders. This second mailing included a copy of the first letter, a questionnaire and a postage paid return envelope.

Two additional follow-up efforts were made to those who did not respond to the mailing: First, FRC sent lists of non-responders to the colleges along with the request that they "summon" the non-responders to a central place and have them fill out the questionnaire. Unfortunately, this request came, in most cases, the week before or the week of finals and few of the colleges were able to comply with the request. Some colleges sent out letters reminding students to fill out the questionnaires, but the net yield from the on-site was small. (See Appendix A, A-16.)

Following this, FRC attempted to reach all of the remaining non-responders by telephone. Up to four attempts were made to complete the interview by telephone. These attempts were made on different days and at different times of day to maximize the chances of finding the student at home.

In total, these efforts yielded 7,094 usable questionnaires. The response rate varied from a high of 75% among Whites to 61% among Blacks.

	Initial mailing	Usable questionnaires after all follow-ups	Response Rate
Total	10,247	7,094	69%
Native American	285	212	74%
Asian	2,072	1,524	74%
Black	2,035	1,236	61%
White	2,471	1,863	75%
Hispanic	2,079	1,357	65%
Filipino	417	320	77%
Other	332	220	66%
Unknown	556	362	65%

Statistical Weighting

Because a stratified sample plan was used, statistical weights were needed to bring each ethnic group back into its proper proportion to total enrollment for the total enrollment findings. In addition, it was decided to weight each ethnic group to known academic load distributions (full time, part time and non-credit status). The second weight was simply a matter of "fine-tuning" each ethnic sample on a critical variable -- as can be seen below, the adjustment for academic load was quite small.

The table below shows how the total enrollment distributes on ethnicity and academic load according to information supplied by the Office of the Chancellor. The unweighted survey data and the weighted survey data are also shown.

	Total enrollment*	Survey Sample				
		Unweighted		After weighting		
Base	1,223,867					
	%	#	%		100%	
Ethnicity						
Native American	1%	212	3		1	
Asian	8	1,524	22		9	
Black	8	1,236	17		8	
Hispanic	12	1,357	19		12	
Filipino	2	320	5		2	
White	58	1,863	26		58	
Other	3	220	3		3	
Unknown	7	362	5		7	
Academic Load				(a)		(a)
Full time	23%	1,524	22	29%	17%	23%
Part time	64	3,184	45	60	48	65
Non-credit only	12	543	8	11	9	12
Not currently enrolled in credit or non-credit classes	-	1,418	20		20	
Not reported	-	425	6		6	

* Data on enrollment supplied by Analytical Studies Unit, Office of the Chancellor.

(a) Based on those claiming to be currently enrolled in credit or non-credit classes.

The data gathering was done during the period between April 26 and June 29, 1984.

Appendix A contains a complete description of the survey method. The questionnaire and related survey materials are included in Appendix B.

Statistical Reliability

In any survey based on a sampling, there is some unreliability introduced into the data by the process of sampling itself. If the sample has been drawn according to strict random processes, it is possible to apply probability principles to determine the potential range of such error. While survey samples of human populations rarely, if ever, meet **all of** the criteria theoretically required for the application of these principles, it is customary to use them as an approximation of the error that is introduced as a result of sampling.

The table below shows the range of error that is associated with samples of various sizes, assuming the use of the 95% condidence level which is customary for surveys of this type.

SAMPLING TOLERANCES FOR SAMPLES OF 1500 TO 250
(at the 95% level of confidence)

	Percentage Division of Replies:		
Base Size (N):	90/10	70/30	50/50
1500	2%	2%	3%
1000	2%	3%	3%
500	3%	4%	4%
250	4%	6%	6%

A guide to the size of the difference needed between two groups to be significant at the 95% level of confidence is provided below:

DIFFERENCE REQUIRED BETWEEN TWO SAMPLES
(at the 95% level of confidence)

	Percentage Division of Replies:		
	90/10	70/30	50/50
1500 and 1500	2%	3%	3%
1000 and 1000	3%	4%	4%
1000 and 500	3%	5%	5%
500 and 500	4%	6%	6%
500 and 200	5%	8%	8%

DESCRIPTIVE DISCUSSION OF THE FINDINGS

Introduction

The following pages provide a descriptive summary of the responses to each question in the questionnaire. The responses are shown for

- total enrollment
- eight ethnic groupings, viz
  - . Native Americans
  - . Asians
  - . Blacks
  - . Whites
  - . Hispanics
  - . Filipinos
  - . Other
  - . Don't know (not specified)
- academic load
  - . Full time (enrolled in 12 or more semester units of credit)
  - . Part time (enrolled in 1-11 semester units of credit)
  - . Non-credit (enrolled in non-credit courses only)
  - . Neither credit nor non-credit (say they are not currently enrolled in credit or non-credit classes, i.e. most probably withdrew)

The percentage distributions are based on weighted data. (See Appendix A, page A-17 for a description of the weighting procedures.)

The base shown at the top of each percentage distribution indicates the actual number of persons upon which the data are based.

A description of each table can be found on the facing page. The discussion focusses on the total enrollment and notes differences observed between ethnic groups.

This report is intended only to provide a brief overview of the findings. Many of the questions require further analysis to meet their intended purpose and such analyses are not within the scope of this report.

Chapter One: Income, Dependency and Working Status

A major objective of this study is to establish income levels for the total enrollment and various ethnic groups as of Spring, 1984, prior to the introduction of a mandatory fee.

Questions were included in the questionnaire to measure:

- Respondent's personal income
- Parents' income

Another set of questions was included to classify persons as self-sufficient or dependent according to California State and Federal guidelines:

- Residence while attending school (parent home or elsewhere)
- Whether parents declared person as income tax dependent in 1980, 81, 82 and 83
- Whether received money from parents to support education and, if so, how much

In addition to these, several other income related questions were included:

- Number of persons dependent on self for financial support
- Number of persons dependent on parents' income
- Number of hours worked at a job

For purposes of this descriptive report, income level is examined in terms of

-- personal income (among total enrollment)

-- parents' income (among total enrollment)

-- dependency as defined by the State of California for financial aid purposes

-- personal income among those defined as self-sufficient

-- personal and parents' income among those defined as dependent

Responses to other questions relating to income, e.g. number of dependents, etc. are shown in Appendix D. These require further analysis to be meaningful, and such analysis is beyond the scope of this descriptive presentation.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 27

Q 20 WHAT WAS YOUR TOTAL INCOME, IF ANY, IN 1983? INCLUDE YOUR SPOUCE'S INCOME IF MARRIED. DO NOT INCLUDE ANY MONEY RECEIVED THROUGH STUDENT LOANS OR SCHOLARSHIPS INCLUDE ALL INCOME FROM SALARIES, WAGES, NET BUSINESS OR FARM EARNINGS, AND BENEFITS, INTEREST AND DIVIDENDS, CHILD SUPPORT, PUBLIC ASSISTANCE, UNEMPLOYMENT COMPENSATION, SPOUSAL SUPPORT...

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TOTAL INCOME													
NONE	8.5	6.2	17.8	14.2	4.9	13.5	15.8	12.0	9.9	14.0	5.9	10.9	9.3
LESS THAN $1,800	11.2	9.4	14.1	17.2	9.6	14.4	12.4	11.5	8.8	20.9	8.5	7.2	11.5
$1,801 TO $3,000	7.1	9.0	8.7	6.2	7.3	7.3	4.4	6.2	4.8	14.6	5.2	5.6	6.6
$3,001 TO $6,000	11.7	12.6	12.3	11.7	11.6	11.6	10.4	15.2	10.8	20.1	10.4	8.9	9.5
$6,001 TO $12,000	16.3	18.7	17.3	14.6	16.5	17.1	11.6	18.9	13.4	15.5	16.5	17.9	16.3
$12,001 TO $18,000	11.0	13.5	8.0	11.1	11.6	9.7	13.9	14.6	9.2	5.3	13.4	9.2	11.0
$18,001 TO $24,000	8.9	8.8	5.9	7.4	9.8	7.2	9.8	5.4	10.4	2.5	10.8	10.1	8.6
$24,001 TO $36,000	11.4	10.5	7.3	7.5	13.3	8.6	10.0	7.8	11.7	2.8	14.4	10.7	11.8
$36,001 TO $48,000	5.2	5.0	3.4	4.0	6.2	3.5	4.3	2.3	4.8	1.2	6.4	5.2	5.7
MORE THAN $48,000	4.7	1.9	2.1	2.0	5.7	2.6	3.4	2.6	7.0	1.3	5.7	4.0	4.0
NO ANSWER	4.0	4.3	3.1	4.0	3.4	4.5	4.1	3.5	9.3	1.8	2.9	10.4	5.6
MEDIAN (X 100)	95	94	49	57	114	64	86	71	110	30	130	101	98
NETS: $1 TO $12,000	46.3	49.7	52.4	49.8	45.0	50.4	38.7	51.8	37.8	71.1	40.5	39.5	44.0
$12,001 TO $24,000	19.9	22.4	13.8	18.4	21.4	16.9	23.7	20.0	19.6	7.8	24.2	19.3	19.6
OVER $24,000	21.3	17.4	12.8	13.6	25.2	14.7	17.7	12.7	23.5	5.3	26.5	19.9	21.5

JULY 1984 -- PROJECT #568-004

Personal Income

In total, 9% of the students report they earned no income in 1983, 18% earned less than $3000, 28% earned between $3001 and $12,000, 20% earned between $12,001 and $24,000 and 21% earned over $24,000. Four percent did not answer this question.

The median personal income among the total enrollment is $9500.

Median personal income is highest among Whites: $11,400. It is somewhat lower among Native Americans and Filipinos ($9400 and $8600 respectively). It is considerably lower among Hispanics ($6400), Blacks ($5700) and Asians ($4900).

NOTE: Those having no personal income are included in determining median income.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 36

Q.24 WHAT WAS YOUR PARENTS' TOTAL INCOME FROM ALL SOURCES IN 1983? INCLUDE ALL INCOME FROM SALARIES, WAGES, AND BENEFITS SUCH AS PENSIONS, SOCIAL SECURITY OR VETERANS BENEFITS, INTEREST AND DIVIDENDS, WELFARE, CHILD SUPPORT, ETC.?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PARENTS' TOTAL INCOME													
LESS THAN $6,000	6.2	8.7	11.6	8.6	4.9	8.3	7.6	9.0	3.3	5.1	6.4	8.4	5.6
$6,000 TO $12,000	5.1	7.1	8.8	6.2	3.4	8.7	7.7	7.0	5.9	7.0	4.8	3.7	5.0
$12,001 TO $18,000	4.4	3.3	4.8	4.8	4.0	6.5	4.3	5.1	3.8	5.3	4.5	1.9	4.9
$18,001 TO $24,000	4.1	2.5	3.4	4.8	3.8	6.7	4.4	3.0	2.9	5.8	4.1	1.0	4.2
$24,001 TO $30,000	4.5	3.2	3.3	3.0	5.2	4.9	6.6	3.1	1.7	8.4	4.1	2.5	3.4
$30,001 TO $36,000	3.5	4.1	2.1	2.5	4.2	2.7	2.9	3.0	2.9	6.0	3.3	1.7	3.1
$36,001 TO $48,000	4.2	3.2	1.8	2.1	5.1	3.3	3.0	4.0	4.2	5.7	4.2	1.5	4.7
$48,001 TO $60,000	3.1	4.3	1.0	1.2	4.3	1.2	2.7	0.9	1.6	5.4	3.0	0.7	3.2
MORE THAN $60,000	3.2	3.9	1.4	0.8	4.5	1.3	0.6	4.4	1.2	4.8	3.3	0.8	2.8
I HAVE NO IDEA WHAT MY PARENTS' INCOME WAS	46.4	45.0	45.3	51.6	46.3	42.1	47.3	43.9	50.6	39.1	48.5	43.0	51.1
PARENTS ARE DESEASED	2.0	2.7	1.1	1.0	2.0	2.3	0.6	0.6	4.9	0.8	2.0	6.2	0.8
NO ANSWER	13.0	12.0	15.4	13.5	12.2	11.9	12.5	16.1	17.0	6.6	11.8	28.7	11.2
MEDIAN (x 100)	230	205	111	147	282	164	184	165	196	265	226	103	222
NETS $1 TO $12,000	11.4	15.7	20.4	14.8	8.3	17.0	15.3	16.0	9.2	12.1	11.2	12.1	10.7
$12,001 TO $24,000	8.6	5.8	8.2	9.6	7.9	13.2	8.6	8.1	6.7	11.1	8.6	2.9	9.0
OVER $24,000	18.6	18.7	9.4	9.6	23.3	13.4	15.7	15.4	11.7	30.3	17.9	7.2	17.2

Parents' Income

While all respondents were asked what their parents' income was during 1983, 61% did not respond to this question. The high non-response level is probably due, to a large extent, to the fact that parents' income is not relevant for many students. Further analysis of the response to this question is needed; meanwhile, however, the responses do serve as a benchmark for measuring changes in parents' income over time.

The median parents' income of those reporting their parents' income is $23,000. Based on those reporting their parents' income, the median is highest among Whites ($28,200). It is somewhat lower among Native Americans ($20,500) and Filipinos ($18,400). It is lower still among Hispanics ($16,400) and Blacks ($14,700). It is lowest among Asians ($11,100).

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 31

FINANCIAL AID - STATE AND FEDERAL

		ETHNICITY								ACADEMIC LOAD			
	TOTL ****	NA-TIVE AMER-ICAN ****	A-SIAN ****	BLCK ****	WHTE ****	HIS-PNIC ****	FILI-PINO ****	OTHR ****	DN'T KNOW ****	FULL TIME ****	PART TIME ****	NON-CRDT ****	NO CRDT/ NON-CRDT ****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FINANCIAL AID - STATE DEFINED													
DEPENDENT	41.4	32.4	39.7	42.5	40.8	49.9	46.8	42.0	33.2	67.5	36.1	19.5	44.5
SELF SUFFICIENT	58.6	67.6	60.3	57.5	59.2	50.1	53.2	58.0	66.8	32.4	63.9	80.5	55.5
FINANCIAL AID - FEDERALLY DEFINED													
DEPENDENT	38.5	28.1	37.8	40.1	37.5	47.8	44.7	40.2	31.0	64.6	33.0	19.0	41.1
SELF SUFFICIENT	61.5	71.9	62.2	59.9	62.5	52.2	55.3	59.8	69.0	35.4	67.0	81.0	58.9

V9
6A

Financial Dependency

The State of California defines financial dependency for financial aid purposes as follows:

Dependent: Meet any of these conditions--

- -- live in parents' home while attending college
- -- declared as dependent for income tax purposes in 1980, 1981, 1982 or 1983
- -- parents contributed $750 or more to education during past year

Self-sufficient: Meet none of the above conditions

The Federal government uses the same criteria except that it defines a dependent as anyone who, for income tax purposes, was declared a dependent in 1982 or 1983.

Using the State of California definition, the survey finds that 41% of the total enrollment is dependent and 59% is self-sufficient.

The percentage of students who are dependent (as defined by the State of California) is highest for Hispanics (50%). Filipinos rank next with 47% dependent. Among Blacks, 43% are dependent, among Whites, 41% and among Asians, 40%. Fewer Native Americans (32%) are dependent.

* *The answer categories on the questionnaire are such that $801 or more was used in classifying respondents. See page 12 for the distribution on amount of money contributed by parents.*

FINANCIAL AID - STATE DEFINED

TABLE 32

		ETHNICITY								ACADEMIC LOAD			
	TOTL ****	NATIVE AMERICAN ****	ASIAN ****	BLCK ****	WHTE ****	HISPNIC ****	FILIPINO ****	OTHR ****	DN'T KNOW ****	FULL TIME ****	PART TIME ****	NON-CRDT ****	NO CRDT/ NON-CRDT ****
BASE = DEPENDENT (UNWEIGHTED BASE)	3092	74	628	532	769	706	155	94	134	985	1213	124	630
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FINANCIAL AID - STATE DEFINED													
PARENTS' TOTAL INCOME													
LESS THAN $6,000	6.3	12.5	12.2	9.0	4.7	8.3	5.5	8.5	3.3	3.4	6.5	18.4	5.7
$6,000 TO $12,000	7.0	11.3	14.8	9.7	4.2	11.9	10.9	6.5	6.5	8.2	6.5	7.8	6.8
$12,001 TO $18,000	7.1	4.9	9.8	7.4	6.0	10.2	5.1	6.6	8.1	7.1	7.7	4.2	6.1
$18,001 TO $24,000	7.1	3.7	7.0	9.0	6.0	11.0	6.3	7.2	7.8	7.7	7.4	1.2	7.1
$24,001 TO $30,000	8.3	7.0	6.4	5.3	9.5	8.1	12.1	4.2	4.6	11.3	7.8	7.1	5.9
$30,001 TO $36,000	5.9	5.5	4.0	4.3	6.7	3.7	5.5	6.2	8.8	8.1	5.7	3.4	4.9
$36,001 TO $48,000	7.3	6.9	4.0	4.2	9.1	5.0	5.1	8.4	5.4	7.6	7.5	2.7	7.9
$48,001 TO $60,000	5.7	10.2	2.5	1.3	8.1	1.8	4.3	2.1	4.1	7.9	5.3	-	5.7
MORE THAN $60,000	5.5	7.9	2.2	1.8	7.6	2.2	-	7.3	3.5	6.7	5.7	3.9	4.1
I HAVE NO IDEA WHAT MY PARENTS' INCOME WAS	36.0	25.8	31.7	43.6	35.4	33.5	43.3	39.4	40.9	29.9	37.0	36.0	41.5
PARENTS ARE DECEASED	0.2	-	0.2	-	-	0.7	0.6	-	0.8	0.1	0.2	-	-
NO ANSWER	3.5	4.3	5.2	4.4	2.8	3.8	1.3	3.5	6.0	2.0	2.6	15.3	4.4
MEDIAN (X 1001	259	262	148	179	305	184	237	237	245	280	255	106	254
NETS $1 TO $12,000	13.3	23.8	27.0	18.8	8.8	20.2	16.4	15.0	9.8	11.6	13.0	26.3	12.5
$12,001 TO $24,000	14.3	8.6	16.9	16.3	12.0	21.1	11.3	13.8	16.0	14.7	15.1	5.4	13.1
OVER $24,000	32.8	37.5	19.2	16.9	41.0	20.7	27.1	28.2	26.5	41.6	32.1	17.1	28.4

Parents' Income Among Those Defined as Dependent

For the 41% defined as dependent on the preceding page, both their own personal income and their parents' income are relevant: The facing table shows their parents' income; The Table on the following page shows their own income.

Forty percent of those defined as dependent (using the State of California definition for financial aid) did not report their parents' income -- most of them said they did not know what it is. However, among those able to report their parents' income, the median is $25,900.

The median parental income is highest for dependent Whites ($30,500). For dependent Native Americans it is $26,200; for dependent Filipinos, $23,700; for dependent Hispanics, $18,400; for dependent Blacks, $17,900; and for dependent Asians, $14,800.

FINANCIAL AID - STATE DEFINED
CONTINUED

	ETHNICITY								ACADEMIC LOAD			
	TOTL ****	NA-TIVE AMER-ICAN ****	A-SIAN ****	BLCK ****	WHTE ****	HIS-PNIC ****	FILI-PINO ****	OTHR ****	DN'T KNOW ****	FULL TIME ****	PART TIME ****	NON-CRDT ****	NO CRDT/ NON-CRDT ****
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
OWN INCOME													
NONE	14.5	11.6	25.8	29.2	8.5	20.7	26.8	17.6	17.3	16.9	12.4	22.6	13.7
LESS THAN $1,800	20.5	16.5	21.5	25.5	19.4	22.3	24.5	18.0	19.2	26.8	16.7	13.7	20.4
$1,801 TO $3,000	12.8	19.3	11.2	9.0	14.7	10.1	6.3	10.5	10.3	17.0	11.4	10.5	11.5
$3,001 TO $6,000	17.1	23.0	12.2	11.9	19.0	15.1	14.7	18.0	16.2	19.6	17.5	19.2	13.5
$6,001 TO $12,000	18.0	18.2	13.6	9.8	21.0	17.1	12.7	14.8	12.2	13.5	20.8	14.0	19.3
$12,001 TO $18,000	8.0	7.0	6.9	5.7	8.7	5.7	6.4	11.7	11.3	3.7	10.3	9.3	9.8
$18,001 TO $24,000	3.2	1.4	3.0	2.9	3.3	3.2	2.7	2.1	4.1	0.6	4.5	1.3	3.2
$24,001 TO $36,000	2.0	1.4	2.7	1.2	2.2	1.4	1.4	2.5	1.6	0.3	2.6	2.1	2.8
$36,001 TO $48,000	0.6	-	0.5	0.8	0.7	0.3	-	-	1.4	0.4	0.8	-	0.8
MORE THAN $48,000	0.4	-	0.3	-	0.4	0.4	0.6	-	0.8	•	0.5	-	0.5
NO ANSWER	2.8	1.6	2.2	4.0	2.1	3.6	4.0	4.7	5.6	1.3	2.5	7.2	4.5
MEDIAN (X 100)	31	32	20	13	40	24	16	33	31	22	44	29	35
NETS: $1 TO $12,000	68.4	76.9	58.5	56.2	74.2	64.7	58.1	61.3	57.9	76.8	66.5	57.4	64.7
$12,001 TO $24,000	11.2	8.5	9.9	8.6	12.0	8.9	9.1	13.9	15.4	4.3	14.8	10.6	13.0
OVER $24,000	3.0	1.4	3.5	1.9	3.3	2.1	1.9	2.5	3.8	0.7	3.8	2.1	4.1

8A

Own Personal Income Among Those Defined As Dependent

The large majority of those defined as dependent (State of California definition) have a personal income -- just 15% do not. Three percent failed to answer which leaves 82% reporting some personal income.

The median personal income among dependents is $3100.

The median personal income is highest for dependent Whites ($4,000). For dependent Native Americans, it is $3200; for dependent Hispanics, $2400; for dependent Asians, $2,000; for dependent Filipinos $1600; and for dependent Blacks $1300.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 33

FINANCIAL AID - STATE DEFINED

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DON'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = SELF SUFFICIENT (UNWEIGHTED BASE)	4002	138	896	704	1094	651	165	126	228	539	1971	419	788
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FINANCIAL AID - STATE DEFINED													
OWN INCOME													
NONE	4.3	3.7	12.6	3.1	2.4	6.3	6.1	7.9	6.1	7.7	2.2	8.0	5.8
LESS THAN $1,800	4.7	6.0	9.3	11.0	2.9	6.4	1.7	6.8	3.6	8.8	3.8	5.6	4.3
$1,801 TO $3,000	3.0	4.1	7.0	4.2	2.1	4.5	2.8	3.0	2.0	9.7	1.7	4.4	2.7
$3,001 TO $6,000	7.9	7.6	12.3	11.6	6.5	8.1	6.5	13.2	8.1	21.1	6.4	6.4	6.4
$6,001 TO $12,000	15.0	19.0	19.8	18.2	13.4	17.2	10.5	21.9	14.0	19.7	14.0	18.8	13.9
$12,001 TO $18,000	13.2	16.7	8.7	15.0	13.7	13.7	20.5	16.7	8.2	8.7	15.2	9.1	12.0
$18,001 TO $24,000	12.8	12.4	7.7	10.7	14.2	11.2	16.1	7.8	13.5	6.4	14.4	12.3	13.0
$24,001 TO $36,000	18.0	14.8	10.4	12.2	20.9	15.8	17.6	11.7	16.7	7.9	21.1	12.8	19.0
$36,001 TO $48,000	8.5	7.4	5.2	6.5	10.1	6.7	8.0	3.9	6.6	3.0	9.6	6.4	9.7
MORE THAN $48,000	7.7	2.8	3.3	3.5	9.4	4.7	5.9	4.5	10.1	4.0	8.6	5.0	6.8
NO ANSWER	4.9	5.6	3.7	4.0	4.4	5.4	4.2	2.6	11.1	2.9	3.1	11.1	6.4
MEDIAN (X 1001)	178	145	81	120	209	141	179	109	191	64	202	128	188
NETS $1 TO $12,000	30.6	36.7	48.4	45.0	24.9	36.2	21.6	44.9	27.7	59.3	25.9	35.2	27.3
$12,001 TO $24,000	26.0	29.1	16.5	25.7	27.9	24.9	36.6	24.5	21.7	15.2	29.6	21.4	24.9
OVER $24,000	34.2	25.0	18.9	22.2	40.4	27.2	31.6	20.1	33.3	15.0	39.3	24.2	35.5

V6

Personal Household Income Among Those Defined As Self-Sufficient

The facing table shows personal household income among the 59% of the total enrollment defined as self-sufficient using the California State definition.

The median personal, household income of those defined as self-sufficient is $17,800.

Median personal household income is highest among self-sufficient Whites ($20,900). Filipinos who are self-sufficient report the next highest median income ($17,900). Median household incomes among the self-sufficient segment in the remaining ethnic groups are lower: $14,500 for Native Americans, $14,100 for Hispanics, $12,000 for Blacks and $8100 for Asians.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 6

Q 6 WHERE DO YOU LIVE WHILE ATTENDING SCHOOL AT THIS COLLEGE?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (**UNWEIGHTED** BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
RESIDENCE													
PARENT'S HOME	32.2	22.0	30.1	36.0	30.7	42.2	38.1	31.2	27.4	53.8	27.5	14.4	35.1
HOUSE YOU OWN OR ARE BUYING	26.4	26.8	14.0	17.0	31.1	18.0	22.5	18.8	31.0	7.9	29.8	40.7	25.0
APARTMENT OR DUPLEX YOU ARE RENTING	24.3	26.7	33.4	32.0	22.8	19.1	20.3	29.1	25.1	23.4	25.4	24.2	23.0
HOUSE YOU ARE RENTING	12.2	18.1	13.3	8.9	12.2	13.2	9.6	13.5	12.0	9.8	13.7	10.1	11.8
RELATIVE'S HOME	3.5	4.4	8.3	5.4	1.8	6.1	8.1	5.7	3.8	4.7	2.7	7.0	3.6
NO ANSWER	1.3	2.0	0.9	0.7	1.4	1.4	1.3	1.8	0.7	0.4	1.0	3.6	1.5

V01A

Residence While Attending This College

Thirty two percent of the total enrollment report living in their parents' home while attending classes at this college. Hispanics (42%), Filipinos (38%) and Blacks (36%) are more likely to live in their parents' home while attending college than are Whites (31%) or Asians (30%). Native Americans are least likely to do so (22%).

The facing table shows where those who do not live in their parents' home reside.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 38

Q.26 HOW MUCH MONEY DID YOUR PARENTS CONTRIBUTE TO SUPPORT YOUR EDUCATION DURING THE 1983-84 SCHOOL YEAR?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PARENTS CONTRIBUTION TO SUPPORT RESPONDENT'S EDUCATION													
NOTHING	69.7	72.2	73.1	69.1	70.1	65.0	66.6	66.1	72.5	46.6	76.2	74.5	71.2
$1 TO $200	11.3	8.7	7.2	11.4	11.8	14.4	11.2	8.9	8.1	21.1	9.5	3.7	11.4
$201 TO $400	4.9	7.1	4.7	5.1	4.8	6.1	6.7	6.5	2.7	12.7	3.4	0.9	4.2
$401 TO $600	1.7	1.9	2.1	1.6	1.6	2.3	2.5	1.9	1.0	4.1	1.0	0.4	2.0
$601 TO $800	1.1	0.7	1.4	1.1	0.9	1.6	1.9	0.5	1.5	2.2	1.0	0.2	1.1
$801 TO $1,000	0.9	0.5	1.0	0.7	0.8	1.0	0.8	1.4	1.3	1.2	0.8	0.5	1.4
$1,001 TO $1,200	0.6	1.1	0.9	0.5	0.7	0.5	1.4	-	0.3	1.4	0.6	-	0.6
$1,201 TO $1,400	0.2	-	0.4	0.2	0.3	0.2	1.1	-	-	0.8	0.2	0.2	*
$1,401 TO $1,600	0.2	0.8	0.4	0.4	0.2	0.3	-	-	-	0.4	0.2	0.5	0.3
MORE THAN $1,600	2.2	1.1	2.7	1.7	2.4	1.1	2.6	5.7	1.0	5.4	1.2	1.2	2.7
NO ANSWER	7.1	5.8	6.1	8.1	6.4	7.4	5.1	9.2	11.7	4.1	6.1	18.0	5.1

VII A

Amount of Money Contributed to Education by Parents

Just 4% of the total enrollment claim that their parents contributed $800 or more to their education during the 1983-84 year. ($750 or more is the criterion used for determining dependency for financial aid purposes.)

The large majority (70%) of students claim their parents contributed nothing to their education during the 1983-84 year; 11% say their parents contributed $1 to $200 and another 8% say they contributed between $201 and $800. Seven percent did not respond to the question.

There is some slight variation in parental financial support by ethnicity but the differences are small. In all groups, the majority received no financial support.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 30

Q 23 DID YOUR PARENTS OR LEGAL GUARDIANS CLAIM YOU AS AN INCOME TAX DEPENDENT...

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CLAIMED AS AN INCOME TAX DEPENDENT													
IN 1980:													
YES	28.3	25.3	21.5	26.7	30.3	31.6	29.2	23.9	19.1	52.4	24.3	8.1	28.3
NO	65.2	71.6	69.5	67.0	64.3	60.9	58.2	65.7	72.2	42.3	69.9	79.5	65.8
NO ANSWER	6.5	3.1	9.0	6.3	5.4	7.5	12.6	10.4	8.8	5.4	5.8	12.4	5.8
IN 1981:													
YES	25.7	21.9	20.7	24.5	27.0	30.0	28.9	21.6	17.0	49.7	21.7	9.0	24.6
NO	63.5	70.3	67.2	64.4	63.7	56.6	55.3	64.1	68.6	42.3	68.0	73.1	65.8
NO ANSWER	10.8	7.8	12.2	11.1	9.3	13.4	15.9	14.3	14.4	8.1	10.3	17.9	9.6
IN 1982													
YES	24.2	19.5	19.6	22.1	25.6	27.3	28.1	21.2	15.9	47.3	19.8	9.1	23.4
NO	65.5	72.2	69.5	66.9	65.5	59.0	58.1	64.5	70.2	45.2	70.3	74.0	67.3
NO ANSWER	10.4	8.3	10.8	10.9	8.8	13.8	13.8	14.3	13.9	7.5	9.8	16.9	9.3
IN 1983:													
YES	22.0	15.8	18.7	19.5	23.4	25.2	29.9	16.3	13.6	45.3	17.1	9.1	21.0
NO	68.3	76.0	72.3	70.1	68.3	62.1	60.4	69.5	72.1	47.9	73.5	75.4	70.4
NO ANSWER	9.7	8.3	8.9	10.4	8.3	12.6	9.7	14.3	14.3	6.8	9.4	15.6	8.5
RECAP													
1980,81 (YES TO EITHER)	28.9	25.7	22.4	27.0	30.6	32.9	30.1	24.3	19.8	52.9	24.7	9.5	28.8
1982,83 (YES TO EITHER)	25.5	19.9	21.3	23.0	27.0	28.8	31.4	22.0	16.4	49.3	20.9	10.5	24.7
1980-83 (YES TO ANY)	30.9	26.1	25.4	28.3	32.7	34.8	35.4	26.1	21.4	55.8	26.5	12.5	30.5

Incidence of Being Claimed as Dependent for Income Tax Purposes

The facing table shows the percentage of students claiming to have been declared as a dependent for income tax purposes during 1980, 1981, 1982 and 1983. These data were used in determining dependency as defined by the State of California and the Federal Government.

The data are shown here only for reference. Tables showing personal and parents' income by Federally defined dependency are included in Appendix D.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 26

● 19 WHILE CLASSES ARE IN SESSION, HOW MANY HOURS ON AN AVERAGE, IF ANY, DO YOU WORK AT A JOB PER WEEK?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER OF HOURS WORK AT A JOB PER WEEK													
NONE	21.6	24.9	30.4	28.5	18.3	21.8	24.1	25.1	27.6	28.3	16.4	37.1	20.3
LESS THAN 10	4.3	3.5	5.9	3.7	4.5	3.2	3.6	3.7	3.8	8.6	3.6	3.4	3.0
10 TO 14	3.5	3.6	5.8	2.8	3.2	3.4	2.7	6.7	2.9	6.5	2.6	3.7	2.7
15 TO 19	5.0	5.8	6.3	4.0	5.1	4.6	5.3	4.4	4.6	10.4	4.2	0.7	4.3
20 TO 24	9.1	8.1	8.1	9.6	9.6	9.8	9.4	4.4	6.8	16.7	7.3	4.2	10.2
25 TO 29	6.0	6.7	3.8	3.6	6.6	7.0	6.6	6.8	4.3	9.0	5.9	2.0	6.3
30 TO 34	6.2	5.4	4.0	5.7	6.9	5.6	4.0	6.5	5.3	7.2	6.8	3.6	4.7
35 TO 39	4.3	8.2	4.1	3.8	4.1	5.5	5.0	6.0	3.5	3.5	5.0	5.7	3.5
40 OR MORE	38.2	32.9	29.0	37.1	40.4	37.5	39.4	32.9	36.9	8.4	47.2	34.7	43.3
NO ANSWER	1.7	1.0	2.6	1.0	1.4	1.6	-	3.5	4.2	1.3	0.9	4.8	1.7
MEDIAN	29	27	19	25	30	29	28	27	26	17	37	22	32

13A

Incidence of Working and Hours Worked Per Week

Twenty two percent of the total enrollment is not employed. Two percent did not answer the question. This leaves 76% who are employed: 13% less than 20 hours per week, 26% 20 to 39 hours per week and 38% 40 or more hours per week.

On average, Asians work fewer hours per week than other ethnic groups. The differences between the other ethnic groups in terms of hours spent at jobs per week does not vary greatly.

Chapter Two: Financial Assistance

Several questions were asked to determine the extent to which the total enrollment and various ethnic groups received financial aid from sources other than their parents. (Parental support is shown on page 12.) These questions included:

- Whether received any money from public assistance programs
- Total amount of scholarships, fellowships and assistance awarded this year
- Whether applied for financial aid for next Fall

Responses to these questions are shown on the following pages.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 29

Q 22 DURING THIS SCHOOL YEAR, DID YOU RECEIVE MONEY FROM ANY OF THE FOLLOWING PUBLIC ASSISTANCE PROGRAMS - AFDC, SSI, OR GENERAL ASSISTANCE?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
RECEIVE ANY PUBLIC ASSISTANCE													
YES, DID RECEIVE ASSISTANCE	7.2	11.3	15.8	13.1	4.8	7.3	5.2	13.9	7.3	12.3	5.0	9.5	6.6
NO, DIDN'T RECEIVE ASSISTANCE	91.7	87.1	83.0	85.3	94.3	91.7	93.5	85.7	90.9	86.9	94.3	88.2	91.9
NO ANSWER	1.1	1.7	1.2	1.5	0.9	1.1	1.3	0.5	1.8	0.8	0.7	2.2	1.5

15A

Incidence of Receiving Public Assistance

Seven percent of the total enrollment claims to have received money from AFDC, SSI or General Assistance.

Asians are the most likely to report receiving this type of assistance (16%). Blacks and Native Americans rank next (13% and 11% respectively). Next are Hispanics with 7% having received this type of assistance. Whites and Filipinos are least likely to have received this type of assistance (5%).

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 39

Q 27 WHAT WILL BE THE TOTAL AMOUNT OF SCHOLARSHIPS, FELLOWSHIPS, AND GRANT ASSISTANCE AWARDED TO YOU FOR THIS ACADEMIC YEAR? INCLUDE PELL GRANTS, OR ANY OTHER SCHOLARSHIPS, FELLOWSHIPS, OR GRANTS YOU RECEIVED OR WILL HAVE RECEIVED. DO NOT INCLUDE AMOUNTS YOU BORROWED OR THE INCOME FROM ANY JOB YOU HELD.

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TOTAL DOLLAR AMOUNT OF SCHOLARSHIPS													
NOTHING	85.4	81.2	76.5	77.8	88.5	82.5	88.3	81.9	84.8	70.8	89.7	83.7	89.0
UNDER $200	1.3	1.3	1.2	2.2	1.0	1.9	0.6	3.1	1.0	1.6	0.9	1.5	1.5
$200 TO $500	3.2	7.3	4.0	4.6	2.9	2.9	2.3	2.9	3.3	5.5	3.1	2.5	2.0
$501 TO $1,000	3.0	2.8	6.9	5.5	2.0	3.9	3.1	3.4	1.4	9.3	1.6	1.1	2.0
$1,001 TO $2,000	2.5	1.8	5.5	3.4	1.9	3.4	1.1	1.7	1.3	7.5	1.4	0.8	1.6
$2,001 TO $3,000	0.6	1.2	1.4	1.6	0.3	0.8	0.3	0.8	1.2	2.0	0.2	0.4	0.4
$3,001 TO $4,000	0.2	-	0.6	0.2	0.2	0.5	0.3	-	0.2	0.7	0.2	0.1	0.1
$4,001 TO $6,000	0.1	-	0.3	0.2	-	0.3	0.3	-	-	0.2	0.1	-	0.1
$6,001 TO $8,000	0.1	-	-	-	0.1	-	-	-	-	0.2	-	-	0.2
MORE THAN $8,000	0.2	-	0.1	0.2	0.2	0.1	-	1.1	-	0.1	0.2	0.2	0.3
NO ANSWER	3.6	4.4	3.5	4.1	3.0	3.7	3.6	5.1	6.9	2.0	2.7	9.7	3.0

16A

Total Amount of Scholarships, Fellowships and Grant Assistance Received This Year

The large majority (85%) of students report they did not receive any scholarships, fellowships or grant assistance. Four percent failed to answer. This leaves 11% who say they did receive this type of assistance. The amounts received are shown in the table opposite.

While the percentages receiving this type of money are small across all ethnic groups studied, there are indications that Asians and Blacks are somewhat more likely to be receiving such aid than other groups, and Whites and Filipinos are less likely to be receiving this type of aid than are other groups: 20% and 18% among Asians and Blacks vs. 9% and 8% among Whites and Filipinos. Fourteen percent of the Native Americans and Hispanics say they receive this type of aid.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 40

Q 28 HAVE YOU APPLIED FOR FINANCIAL AID FOR THE NEXT FALL SEMESTER/QUARTER?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
APPLIED FOR FINANCIAL AID NEXT SEMESTER/QUARTER													
YES	10.3	15.2	19.7	14.3	8.6	10.0	7.6	12.2	8.1	20.5	8.2	6.7	9.0
NO, BUT I INTEND TO APPLY	14.7	17.8	16.1	27.4	11.2	19.7	28.0	16.5	13.2	25.6	12.1	10.1	14.2
NO, AND I DO NOT INTEND TO APPLY	73.0	64.8	62.2	56.5	78.3	68.5	62.8	68.5	74.7	53.2	78.2	77.9	75.0
NO ANSWER	2.0	2.1	1.9	1.8	1.8	1.7	1.6	2.7	3.9	0.7	1.4	5.3	1.8

17A

Whether Applied for Financial Aid for Fall, 1984

Ten percent of the total enrollment claims to have applied for financial aid for the Fall of 1984. Another 15% have not done so but say they plan to do so. Seventy three percent say they will not do so. Two percent failed to answer.

Filipinos and Whites are the least likely to have applied for financial aid (8% and 9% respectively). Ten percent of the Hispanics, 14% of the Blacks and 15% of the Native Americans have done so. Asians are the most likely to have applied for aid for Fall, 1984 (20%).

Chapter Three: Academic Load and Ethnicity

Two variables of key interest in assessing the impact of the mandatory fee are ethnicity and academic load. Ethnicity is obtained from the colleges as part of the sample, that is, each student is identified as Native American, Asian, Black, White, Hispanic, Filipino, Other or Unknown. A stratified sample necessitated post-weighting to bring each ethnic group back into its proper proportion to total enrollment. Thus, it should be understood that ethnicity is not a product of the survey -- it is pre-determined based on enrollment data. (Respondents were, however, asked their ethnicity in the questionnaire. As would be expected, responses varied somewhat from the information obtained in the sample. For consistency, ethnicity shown in this report refers to the ethnicity specified in the sample. A table showing ethnicity as reported in the questionnaire is included in Appendix D for reference.)

Academic load was obtained by asking--

"Are you enrolled in any credit classes at this college now?"
IF SO: "How many credit units are you carrying?"

"Are you enrolled in any non-credit classes at this college now?"
IF SO: "How many hours of scheduled instruction do you receive per week in the non-credit classes?"

Students were also asked if the college runs on a semester or quarter basis. In this way, all units could be converted to semester units.

Using responses to the preceding questions, the following categories were established for describing academic load:

Full time	Currently enrolled in 12 or more semester credit units
Part time	Currently enrolled in 1-11 semester credit units
Non-credit	Enrolled in non-credit classes and no credit classes
Neither	Not enrolled in either credit or non-credit classes (most probably have withdrawn from school)
Not reported	Self-explanatory

The table on the following page shows academic load for the total enrollment and for each ethnic group studied.

NOTE: *It should be noted that the findings were weighted by ethnicity and academic load using enrollment data supplied by the Office of the Chancellor. (See Appendix A, page 17.) The adjustment made for academic load was very small; it simply served to "fine tune" the sample on this important variable.*

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 52

ACADEMIC LOAD

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FULL TIME	17.3	18.7	20.5	20.4	16.8	17.8	17.9	19.9	11.9	100.0	-	-	-
PART TIME	48.0	50.4	36.6	47.9	51.0	43.4	47.4	45.4	45.1	-	100.0	-	-
NON-CREDIT	9.0	5.0	17.1	6.0	6.5	13.1	9.2	8.8	17.3	-	-	100.0	-
NO CREDIT/NON-CREDIT	19.7	20.3	19.4	20.7	19.6	19.6	20.3	18.6	19.3	-	-	-	100.0
UNDETERMINED	6.0	5.6	6.3	5.0	6.1	6.1	5.2	7.3	6.4	-	-	-	-

20A

Academic Load by Ethnicity

Using responses to questions in the questionnaire and weighting each ethnic group to known academic load data, the survey shows 17% enrolled full time, 48% part time and 9% in non-credit classes only. A total of 20% report that they are not enrolled in either credit or non-credit classes "at this college now," i.e., have most probably dropped out. Six percent did not respond to the questions about course load and could not, therefore, be classified.

As shown opposite, the percentage claiming to be no longer enrolled in the college does not vary significantly by ethnic group. To the extent that these are dropouts, this indicates that the dropout rate is about the same across ethnic groups.

The percentage enrolled in non-credit classes only does vary by ethnicity: 17% among Asians, 13% among Hispanics, 9% among Filipinos, 7% among Whites, 6% among Blacks, and 5% among Native Americans.

Differences can also be seen in the full time and part time percentages for the various ethnic groups. For example, part time enrollment varies from a high of 51% among Whites to a low of 37% among Asians.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 54

ETHNICITY SUPPLIED BY COLLEGES

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHITE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NATIVE AMERICAN	1.4	100.0	-	-	-	-	-	-	-	1.5	1.5	0.8	1.4
ASIAN	8.5	-	100.0	-	-	-	-	-	-	10.1	6.5	16.2	8.4
BLACK	8.0	-	-	100.0	-	-	-	-	-	9.4	8.0	5.3	8.4
WHITE	58.4	-	-	-	100.0	-	-	-	-	56.7	62.0	41.9	58.3
HISPANIC	11.9	-	-	-	-	100.0	-	-	-	12.2	10.8	17.3	11.8
FILIPINO	2.0	-	-	-	-	-	100.0	-	-	2.0	1.9	2.0	2.0
OTHER	2.5	-	-	-	-	-	-	100.0	-	2.9	2.4	2.4	2.4
UNKNOWN	7.4	-	-	-	-	-	-	-	100.0	5.1	7.0	14.2	7.2

21A

Ethnicity by Academic Load

The preceding table shows academic load levels among each of the ethnic groups. The facing table provides an ethnic profile of the full time, part time, non-credit and no longer enrolled students.

It also shows, for documentation, the ethnic distribution of the total enrollment: 58% White, 12% Hispanic, 9% Asian, 8% Black, 2% Filipino and 1% Native American.

As noted earlier, these distributions match total enrollment data because with a stratified sample the data had to be weighted to bring each ethnic cell into its proper proportion to the total enrollment.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 11

Q. 10 ARE YOU ENROLLED IN ANY CREDIT CLASSES AT THIS COLLEGE NOW?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ENROLLED IN ANY CREDIT CLASSES NOW													
YES, ENROLLED IN CREDIT CLASSES	69.2	72.1	61.9	71.6	71.4	65.5	70.2	70.1	61.8	100.0	100.0	-	-
NO, NOT ENROLLED IN ANY CREDIT CLASSES	29.3	25.3	37.2	27.3	26.7	33.1	29.8	28.6	37.4	-	-	100.0	100.0
NO ANSWER	1.5	2.5	0.8	1.1	1.8	1.4	-	1.3	0.8	-	-	-	-

22A

Enrollment in Credit Classes

In total, 69% of the total enrollment claims to be currently enrolled in credit classes.

Asians and Hispanics are less likely to be enrolled in credit classes than are Native Americans, Whites, Blacks and Filipinos.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 12

Q. 10 IF YES: HOW MANY CREDIT UNITS ARE YOU CARRYING?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = ENROLLED IN CREDIT CLASSES (UNWEIGHTED BASE)	5001	164	1000	896	1352	942	241	156	250	1524	3184	-	-
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	-
NUMBER OF CREDIT UNITS TAKING (**ANSWERS** SHOWN IN SEMESTER UNITS)													
1-5	35.2	31.7	28.9	26.1	38.3	29.6	29.5	29.4	40.0	-	50.8	-	-
6-8	20.6	21.3	19.2	23.6	20.3	22.2	22.2	20.7	17.6	-	29.7	-	-
9-11	13.6	16.8	11.1	17.1	12.8	14.5	15.8	14.7	15.4	-	19.5	-	-
12 OR MORE	25.0	25.9	33.2	28.5	23.5	27.1	25.4	28.4	19.2	100.0	-	-	-
NO ANSWER	5.4	4.2	7.5	4.6	4.7	6.5	6.0	6.8	7.4	-	-	-	-
AVERAGE	7.7	7.9	8.6	8.4	7.4	8.1	7.9	8.3	7.1	14.1	5.4	-	-

23A

100

00 99

Number of Credit Units Carried

The facing table shows the number of credit units those enrolled in credit courses claim to be taking. For simplicity, quarter units have been converted to equivalent semester units.

The average number of credit units among those who are enrolled in credit courses is 7.7 semester units.

The average credit course load varies somewhat by ethnic group: 8.6 among Asians, 8.4 among Blacks, 8.1 among Hispanics, 7.9 among Filipinos and Native Americans, and 7.4% among Whites.

TABLE 13

Q. 11 ARE YOU ENROLLED IN ANY NON-CREDIT CLASSES AT THIS COLLEGE NOW?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PIND	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ENROLLED IN ANY NON-CREDIT CLASSES NOW													
YES, ENROLLED IN NON-CREDIT CLASSES	13.7	11.7	22.1	10.6	10.9	18.3	12.4	12.3	22.4	5.7	6.1	100.0	-
NO, NOT ENROLLED IN NON-CREDIT CLASSES	82.6	83.9	75.1	86.5	84.9	78.3	86.0	83.2	74.2	92.7	91.5	-	100.0
NO ANSWER	3.8	4.3	2.8	2.9	4.2	3.5	1.6	4.5	3.4	1.6	2.3	-	-
NOT CURRENTLY ENROLLED IN EITHER CREDIT **OR NON**-CREDIT CLASSES	19.7	20.3	19.4	20.7	19.6	19.6	20.3	18.6	19.3	-	-	-	100.0

24A

Enrollment in Non-Credit Courses

Fourteen percent of the total enrollment claims to be enrolled in non-credit class(es). Asians, followed by Hispanics, are more likely to be enrolled in non-credit classes than are the other ethnic groups.

As noted earlier, 20% claim to be enrolled in neither credit nor non-credit clasess. It is felt that these persons most probably dropped out. The percentage of those no-longer-enrolleds is about the same across ethnic groups. (Even on an unweighted basis, the no-longer-enrolleds distributed very much like the total unweighted enrollment.)

(Respondents were also asked questions to determine whether they had been enrolled in credit and non-credit classes at this same college last term. Responses to these questions are included in Appendix D.)

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 14

Q. 11A IF **YES**: HOW MANY HOURS OF SCHEDULED INSTRUCTION DO YOU RECEIVE PER WEEK IN THE NON-CREDIT CLASSES?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = ENROLLED IN NON-CREDIT CLASSES (UNWEIGHTED BASE)	890	18	287	111	194	172	31	23	54	82	212	543	-
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-
HOURS OF INSTRUCTION RECEIVE PER WEEK													
1	3.9	4.3	2.0	6.2	4.9	2.0	6.9	3.8	3.5	17.7	5.4	1.6	-
2	10.1	-	4.3	6.2	12.8	5.9	8.2	3.5	16.6	16.8	12.3	8.0	-
3 - 4	34.1	70.2	20.5	30.7	42.8	21.8	31.1	31.8	31.8	21.4	39.0	35.1	-
5 - 6	15.9	-	15.8	23.5	14.0	15.9	13.5	18.0	21.4	11.0	17.4	16.7	-
7 - 9	6.7	7.9	10.4	3.7	4.6	13.0	2.1	-	5.7	6.5	3.8	6.7	-
10-14	8.3	-	16.2	6.2	2.6	17.1	9.8	18.0	9.3	-	3.7	11.0	-
15-19	4.9	-	12.1	4.3	1.5	6.9	7.4	14.2	5.8	5.2	1.6	6.1	-
20 OR MORE	4.4	-	9.9	8.2	3.2	6.2	-	3.4	-	6.1	0.8	5.7	-
NO ANSWER	11.5	17.5	8.7	10.9	13.7	11.3	20.9	7.2	5.9	15.3	16.1	9.1	-
AVERAGE	6.1	3.7	9.0	6.9	4.7	8.1	5.7	7.5	5.3	5.6	4.4	6.8	-

25A

Number of Hours of Scheduled Instruction Per Week

On the average, the number of hours of scheduled instruction received per week among those enrolled in non-credit classes is 6.1. This varies considerably by ethnic group -- from a high of 9.0 among Asians to 3.7 among Native Americans.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 10

Q 9 DO CLASSES AT THIS COLLEGE RUN ON A SEMESTER OR QUARTER BASIS?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
SYSTEM COLLEGE RUNS ON													
SEMESTER	90.8	89.6	92.6	90.0	90.9	93.3	87.1	92.0	86.2	99.1	91.2	81.6	88.2
QUARTER	9.2	10.4	7.4	10.0	9.1	6.7	12.9	8.0	13.8	0.9	8.8	18.4	11.8
NO ANSWER	-	-	-	-	-	-	-	-	-	-	-	-	-

26A

Semester vs Quarter Plan

The table below shows how many students in the sample are enrolled in colleges which run on a semester plan and how many are enrolled in colleges which run on a quarter plan. The question was asked so that the credit units could be converted to semester units.

Chapter Four: Class Level

One of the important variables identified for study was class level. Class level refers to the number of credit units earned as of the time of enrollment in the term. The questionnaire does not ask this question directly. Instead, using a formula specified by the Chancellor's Office, class level was derived from answers to four questions:

- Highest level of educational achievement prior to taking courses at this college (Question 16)
- Total credit earned at this college by the end of this term (Question 15)
- Credit units being taken now at this college (Question 10)
- Total credit units earned at other institutions (Question 17)

Responses to Question 16 were used to divide students into two groups: those who had a four year degree or higher and those who did not. Class level was then determined for those who did not have a four year degree using the following formula:

Question 15 minus Question 10 plus Question 17

Responses are presented on the following pages.

NOTE: Generally speaking, the potential error increases when the question is not asked directly. Thus, the class levels reported herein should be interpreted with a due regard for the inherent difficulties posed by combining responses to several questions as was done here.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 22

CLASS LEVEL

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CLASS LEVEL													
LESS THAN BACCALAUREATE DEGREE	82.4	90.8	79.3	88.8	81.1	89.9	77.2	81.3	77.6	94.3	81.3	71.9	82.8
0-30	43.0	47.1	44.8	44.7	40.3	53.9	43.1	42.7	41.5	45.1	42.3	60.3	46.7
31-60	16.8	21.3	14.4	19.5	18.5	13.5	11.1	11.8	11.0	28.5	17.3	3.6	16.2
61-90	7.3	7.8	5.0	8.0	7.7	6.1	8.1	7.9	7.2	8.0	8.6	1.4	8.3
91 OR MORE	5.0	4.6	5.2	5.1	5.0	4.8	4.1	6.0	4.6	6.5	5.2	2.9	5.3
UNABLE TO DETERMINE	10.4	10.1	9.9	11.5	9.6	11.6	10.9	12.9	13.2	6.2	7.8	3.7	6.4
BACCALAUREATE DEGREE	9.7	2.4	11.3	5.1	10.9	3.2	18.9	8.7	11.9	2.1	11.0	17.2	8.4
MASTERS DEGREE	2.4	1.8	2.4	1.2	2.9	0.7	1.3	3.1	2.6	0.5	3.0	1.5	2.2
PROFESSIONAL OR DOCTORAL DEGREE	1.3	0.5	1.2	0.6	1.5	0.9	0.9	2.1	1.6	0.3	1.3	2.7	1.1
NO ANSWER	4.2	4.5	5.8	4.3	3.5	5.2	1.7	4.7	6.3	2.8	3.4	6.7	5.5
NET FRESHMAN (0-30)	43.0	47.1	44.8	44.7	40.3	53.9	43.1	42.7	41.5	45.1	42.3	60.3	46.7
SOPHMORE (31-60)	16.8	21.3	14.4	19.5	18.5	13.5	11.1	11.8	11.0	28.5	17.3	3.6	16.2
UPPER DIVISION (61 OR OVER)	12.3	12.3	10.3	13.1	12.7	10.9	12.2	13.9	11.8	14.5	13.8	4.3	13.6
4 YEAR DEGREE OR MORE	13.4	4.7	14.9	6.9	15.3	4.8	21.1	13.9	16.1	2.8	15.3	21.4	11.7
NOT DETERMINED	14.6	14.6	15.7	15.8	13.2	16.8	12.5	17.6	19.6	9.0	11.3	10.5	11.8

28A

Class Level (Derived)

The facing table shows class level as derived from the responses to Questions 16, 15, 10 and 17 in the questionnaire. (See preceding page for derivation.)

Using the derived data, it appears that 43% of the total enrollment enrolled as freshmen, that is, had earned fewer than 31 credit units prior to enrolling. Seventeen percent enrolled as sophomores, that is, had earned 31 to 60 credit units. Twelve percent enrolled as upper division students, that is, had earned 61 or more units of credit but did not have a baccalaureate degree.

Thirteen percent of the total enrollment report having a baccalaureate degree or higher.

Fifteen percent cannot be classified -- 10% who indicated they did not have a degree but did not indicate how many credit units they had completed and 4% who did not indicate their highest level of educational achievement prior to coming to this school (Question 16).

The percentages claiming to have 4 year degrees or higher varies considerably by ethnic group: 21% among Filipinos, 15% among Whites and Asians, 7% among Blacks, and 5% among Hispanics and Native Americans.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 21

Q. 18 WHAT WAS YOUR HIGHEST LEVEL OF EDUCATIONAL ACHIEVEMENT PRIOR **TO TAKING CLASSES** AT THIS COLLEGE?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HIGHEST LEVEL OF EDUCATION													
ELEMENTARY/GRADE SCHOOL	3.8	3.5	9.6	2.8	2.2	9.0	2.8	5.1	2.5	2.0	2.3	11.9	4.7
HIGH SCHOOL DIPLOMA OR EQUIVALENT	67.7	78.5	56.7	70.6	69.1	70.9	64.1	62.8	61.4	83.4	67.2	49.6	66.4
CERTIFICATE OF ACHIEVEMENT	4.1	4.7	4.8	7.5	3.0	4.9	2.8	6.7	5.7	3.7	4.2	5.3	4.0
ASSOCIATE OF ARTS OR SCIENCE DEGREE (TWO-YEAR)	6.9	4.1	8.2	7.9	6.9	5.2	7.5	6.8	7.9	5.3	7.6	5.1	7.6
BACCALAUREATE DEGREE (FOUR-YEAR)	9.7	2.4	11.3	5.1	10.9	3.2	18.9	8.7	11.9	2.1	11.0	17.2	8.4
MASTERS DEGREE	2.4	1.8	2.4	1.2	2.9	0.7	1.3	3.1	2.6	0.5	3.0	1.5	2.2
PROFESSIONAL OR DOCTORAL DEGREE	1.3	0.5	1.2	0.6	1.5	0.9	0.9	2.1	1.6	0.3	1.3	2.7	1.1
NO ANSWER	4.2	4.5	5.8	4.3	3.5	5.2	1.7	4.7	6.3	2.8	3.4	6.7	5.5
NET: 4 YEAR DEGREE OR MORE	13.4	4.7	14.9	6.9	15.3	4.8	21.1	13.9	16.1	2.8	15.3	21.4	11.7

29A

Highest Level of Educational Achievement Prior to Taking Classes at This College

Four percent of the total enrollment had less than a high school education when they first came to this college. The large majority (68%) had a high school diploma or the equivalent. About one in ten (11%) had some college: 4% certificate of achievement and 7% associate of arts or science degree. A total of 13% had a baccalaureate degree or higher.

Educational achievement prior to coming to this college varies considerably by ethnic group:

Native Americans: more high school only, fewer advanced degrees

Asians: more no high school but also more advanced degrees (more polarized)

Blacks: fewer with four year degree

Whites: close to average, more with four year degree than Blacks, Hispanics or Native Americans

Hispanics: more with no high school diploma, fewer with degree

Filipino: more with four year degree

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 20

Q 15 HOW MANY UNITS OF CREDIT IN TOTAL WILL YOU HAVE EARNED AT THIS COLLEGE AT THE END OF THIS SEMESTER/QUARTER?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER OF CREDITS IN TOTAL EARNED AT THIS COLLEGE (ANSWERS SHOWN IN SEMESTER UNITS)													
ZERO	15.1	10.5	25.7	10.4	12.8	18.3	15.2	14.4	23.2	0.1	1.3	75.2	34.3
1 - 9	23.7	24.9	17.9	21.4	25.7	20.5	24.4	22.1	22.6	0.7	35.5	11.3	21.9
10 - 19	13.7	13.8	12.9	16.8	13.2	14.0	14.5	12.6	13.9	14.3	17.1	4.9	11.2
20 - 29	10.7	10.3	9.3	11.5	11.1	10.7	10.8	7.4	9.0	22.1	10.0	1.3	7.7
30 - 39	7.6	6.0	6.3	9.4	7.7	7.9	8.9	7.9	5.4	15.0	7.3	1.3	4.9
40 - 49	5.3	8.6	5.4	6.3	5.5	3.8	4.7	6.4	3.3	10.4	5.2	0.4	3.6
50 - 59	4.4	2.5	4.4	4.4	4.9	3.7	3.7	4.0	2.3	10.9	3.6	1.0	2.6
60 - 69	5.0	6.6	6.2	5.6	4.8	5.1	3.5	4.3	4.3	9.1	4.8	1.0	3.7
70 OR MORE	6.7	8.6	5.8	4.3	7.0	6.8	4.3	10.0	7.0	11.2	7.1	1.2	4.4
NO ANSWER	7.9	8.1	6.1	9.9	7.3	9.3	10.0	10.9	9.0	6.2	8.2	2.3	5.6
AVERAGE	24.6	27.6	22.6	24.6	25.4	23.8	21.5	28.1	20.4	42.5	25.4	4.7	16.3

30A

Number of Credit Units Earned by Term End at This College

In total, 15% say they will have earned no credit units at this college by the end of the term. (As shown at the far right hand side of the table, these are primarily persons not enrolled in credit classes or persons who are no longer enrolled in either credit or non-credit classes, i.e., most probably dropped out.)

The average number of credit units those enrolled in the first census will have earned at this college by the end of the term is 24.6. This tabulation includes those who will earn no credit units.

The average number of credit units earned by the end of the term ranges from a high of 27.6 among Native Americans to a low of 21.5 among Filipinos.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 23

Q. 17 HOW MANY COLLEGE-LEVEL UNITS HAD YOU COMPLETED PRIOR TO COMING TO THIS COLLEGE?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER OF COLLEGE-LEVEL UNITS COMPLETED PRIOR TO COMING TO THIS COLLEGE (ANSWERS SHOWN IN SEMESTER UNITS)													
NONE	52.5	60.5	55.1	51.4	50.2	65.2	45.8	55.0	48.3	64.5	48.2	56.8	52.4
1 - 9	7.5	12.0	5.7	8.1	7.8	6.8	8.6	6.7	7.2	7.6	8.4	6.1	6.2
10 - 19	5.8	4.0	4.5	8.0	6.0	5.8	6.6	7.4	3.1	6.7	6.2	2.7	6.1
20 - 29	3.5	2.1	3.5	4.5	3.6	2.6	4.0	3.1	3.6	3.6	4.0	1.5	3.4
30 - 39	3.0	3.7	2.1	4.9	2.9	2.3	3.7	2.7	3.8	2.7	3.6	0.7	3.4
40 - 49	2.3	4.0	2.2	3.2	2.1	1.8	2.7	2.2	2.5	2.5	2.5	1.3	2.2
50 - 59	1.6	0.4	1.7	1.9	1.8	1.0	1.8	-	1.5	1.8	1.7	-	1.9
60 - 69	2.5	2.3	2.3	2.7	2.6	2.1	3.4	1.3	3.4	2.1	3.0	1.0	2.7
70 OR MORE	11.6	4.6	9.5	9.5	13.5	5.8	15.0	10.1	11.0	4.9	13.6	10.6	12.3
NO ANSWER	9.6	6.5	13.4	5.9	9.4	6.8	8.4	11.5	15.5	3.6	8.8	19.3	9.4
AVERAGE	25.0	13.7	22.1	22.0	28.3	13.6	33.0	20.6	26.1	13.0	29.2	22.5	25.0

31A

Number of College Level Units Completed Prior to Coming to This College

In total, 53% had not completed any college level units prior to coming to this college. The average number of college level units completed among the total enrollment was 25.

The average number of college level units completed prior to coming to this college varies by ethnic group: 33 among Filipinos, 28 among Whites, 22 among Blacks and Asians, 14 among Hispanics and Native Americans.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 5

Q.5 WHAT TYPE OF EDUCATIONAL INSTITUTION DID YOU LAST ATTEND PRIOR TO ENTERING THIS COLLEGE?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TYPE OF SCHOOL LAST ATTENDED													
HIGH SCHOOL OR EQUIVALENT	46.6	52.6	44.0	46.1	45.0	56.9	43.8	43.5	46.0	64.7	42.7	39.3	45.2
REGIONAL OCCUPATIONAL CENTER OR ADULT EDUCATION SCHOOL	4.3	4.9	12.7	4.2	2.6	6.7	4.2	6.8	3.5	4.1	3.4	8.5	4.5
ANOTHER COMMUNITY COLLEGE	17.0	17.7	11.8	20.1	18.7	11.9	12.2	18.2	14.9	14.2	19.2	11.4	17.4
A CALIFORNIA STATE COLLEGE OR UNIVERSITY CAMPUS	7.6	6.2	5.1	6.2	8.7	5.0	4.0	8.3	8.0	3.2	9.3	4.6	8.7
A UNIVERSITY OF CALIFORNIA CAMPUS	2.8	1.5	3.2	2.0	3.3	1.3	0.9	2.4	2.3	2.2	2.3	5.4	2.8
A PRIVATE FOUR-YEAR COLLEGE OR UNIVERSITY IN CALIFORNIA	2.6	1.0	1.9	3.0	2.8	0.9	2.7	2.6	4.2	1.1	2.9	2.8	2.3
AN OUT-OF-STATE COLLEGE OR UNIVERSITY	9.3	5.4	10.4	6.5	9.9	4.8	20.0	9.7	11.2	4.9	10.3	12.6	8.5
A PRIVATE TRADE, BUSINESS, OR VOCATIONAL SCHOOL	6.1	8.4	3.8	7.6	6.2	5.8	7.7	7.0	5.6	4.3	6.3	6.2	6.8
NO ANSWER	3.8	2.3	7.0	4.2	2.7	6.7	4.6	1.4	4.2	1.5	3.7	9.2	3.7
NET: 4 YEAR COLLEGE/UNIVERSITY	22.2	14.1	20.6	17.8	24.7	12.0	27.6	23.0	25.7	11.3	24.7	25.4	22.4

32A

Educational Institution Last Attended

Respondents were also asked what type of educational institution they last attended prior to entering this college. Responses are shown opposite. (While the question does not take into account the length of time that might have elapsed since the person last attended any institution, the responses provide another measure of the general level of education obtained prior to attending this college.)

Close to half (47%) of the students say the last type of educational institution they attended prior to entering this school was a high school or its equivalent. Seventeen percent say the last school they attended prior to this was a community college. In total, 22% say the last institution they attended prior to this college was a four-year college or university.

While the general pattern of response is similar across ethnic groups, there are some significant differences: For example Filipinos and Whites are the most likely to say they attended a four year college or university (28% and 25%) followed by Asians (21%), then Blacks (18%), Native Americans (14%) and Hispanics (12%).

Chapter Five: Socio-demographic Characteristics and Cumulative GPA

This chapter describes total enrollments and each of the ethnic group enrollments in terms of:

- Sex
- Age
- Marital status
- Cumulative grade point average

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 2

Q 2 ARE YOU:

		ETHNICITY							ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
SEX OF RESPONDENT													
FEMALE	54.1	58.8	46.4	59.7	55.0	51.9	50.5	54.0	53.4	49.9	56.3	57.4	50.6
MALE	45.7	41.2	53.3	40.3	44.8	48.0	49.5	45.4	45.9	49.8	43.5	42.4	49.0
NO ANSWER	0.2	-	0.3	-	0.2	0.1	-	0.6	0.7	0.3	0.2	0.2	0.3

34A

Sex

Fifty-four percent of the total enrollment is female and 46% is male.

The gender ratio varies by ethnic group with Native Americans and Blacks having higher proportions of women enrolled than other ethnic groups (59% women among Native Americans, 60% among Blacks). Asians, on the other hand, show lower proportions of women and higher proportions of men than the other groups (46% women, 53% men).

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 3

Q. 3 HOW OLD ARE YOU?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
AGE OF RESPONDENT													
UNDER 18	1.0	-	1.2	1.4	1.1	0.9	0.9	0.9	0.5	0.3	1.2	1.3	1.3
18	4.6	3.0	3.4	5.1	4.8	5.2	7.8	5.7	2.0	8.7	4.0	1.5	4.5
19	7.9	5.5	5.7	9.5	7.7	10.9	7.9	6.5	7.2	18.1	6.0	2.3	7.1
20	8.2	7.8	8.1	9.1	8.5	9.0	7.5	7.5	3.9	18.5	5.8	2.6	8.3
21-24	19.3	19.1	21.2	17.3	18.6	24.1	21.4	20.2	17.0	23.7	19.1	10.5	21.2
25-29	16.7	19.0	18.2	17.2	16.2	18.0	14.9	18.8	15.7	11.7	19.5	10.7	17.3
30-39	19.9	22.4	21.2	20.5	19.8	18.6	18.8	19.9	20.9	10.1	22.5	25.5	19.2
40-49	10.0	14.0	9.2	10.1	10.7	6.8	10.3	7.9	10.9	4.7	11.7	11.4	9.9
50-59	4.9	3.4	3.9	4.5	5.5	2.5	5.1	2.7	6.9	0.9	5.1	9.4	4.7
60-69	3.2	2.3	2.5	1.6	3.5	0.9	1.3	3.9	7.5	0.4	2.4	13.3	2.5
70 AND OVER	1.2	2.1	0.6	0.1	1.3	0.3	0.3	1.0	3.9	0.2	0.4	7.2	1.1
NO ANSWER	2.9	1.3	4.7	3.6	2.3	2.9	3.8	4.9	3.6	2.8	2.2	4.3	2.8
NET 20 OR UNDER	21.8	16.3	18.4	25.2	22.1	26.0	24.0	20.6	13.6	45.6	17.1	7.7	21.2
MEDIAN	26	28	26	26	27	24	25	26	30	21	28	37	26

35A

Age

In total, 22% of the total enrollment is under 21 years of age. Another 19% are 21 to 24 years old, 17% are 25 to 29 years old, 20% are 30 to 39 years old and 19% are 40 and over.

Hispanics and Blacks have higher percentages under 21 years of age (26% and 25%) than other ethnic groups, whereas Native Americans have the fewest under 21 years of age (16%).

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 4

Q.4 WHAT IS YOUR CURRENT MARITAL STATUS?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
MARITAL STATUS													
NEVER MARRIED	51.6	43.3	54.5	56.9	50.6	56.4	54.2	49.9	44.6	77.7	46.9	30.1	52.3
MARRIED	35.0	36.5	38.8	23.8	36.3	31.7	37.2	33.2	38.0	13.5	38.5	51.1	35.2
SEPARATED, DIVORCED, OR WIDOWED	12.9	19.3	6.2	18.6	12.8	11.2	7.5	16.0	16.6	8.3	14.2	18.3	12.0
NO ANSWER	0.5	0.9	0.5	0.7	0.3	0.7	1.1	0.9	0.8	0.5	0.4	0.5	0.5

36A

Marital Status

In total, 52% of the enrollment are single and have never been married. About one-third (35%) are married and another 13% are separated, divorced or widowed.

Marital status varies by ethnic group: the percentages of married students, for example, varies from a low of 24% among Blacks to 32% among Hispanics, 36% among Whites, 37% among Native Americans and Filipinos, and 39% among Asians.

Q. 10 WHAT WAS YOUR APPROXIMATE CUMULATIVE GRADE POINT AVERAGE (GPA) FOR ALL WORK YOU HAVE DONE AT THIS SCHOOL AS OF THE LAST GRADING PERIOD?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CUMMULATIVE GRADE POINT AVERAGE													
3.5 AND ABOVE	17.7	20.6	15.2	8.5	21.2	10.8	11.0	12.8	16.3	17.9	20.8	8.4	13.5
3.0 - 3.4	25.5	24.0	23.3	22.9	27.4	21.9	24.2	25.8	22.5	29.3	27.3	13.0	25.1
2.5 - 2.9	20.0	19.5	17.7	25.0	19.5	21.8	24.0	18.9	17.9	30.3	19.2	5.9	20.4
2.0 - 2.4	8.0	8.8	7.8	14.2	6.6	10.9	10.7	9.9	6.4	11.2	8.4	3.3	7.0
1.5 - 1.9	1.3	1.9	0.9	3.0	1.1	1.9	3.1	-	0.8	2.1	1.3	0.6	1.4
1.4 OR LESS	0.4	0.9	0.5	0.5	0.3	0.9	0.9	-	0.8	0.3	0.3	0.3	0.7
I HAVE NOT COMPLETED ANY COURSES AT THIS SCHOOL	13.1	12.7	13.2	12.9	13.0	13.6	11.4	15.2	12.9	5.4	15.1	13.9	13.7
MY COURSES AT THIS SCHOOL ARE NOT GRADED	7.2	3.6	13.9	4.4	6.0	8.9	6.0	6.5	10.5	0.5	2.4	41.1	8.2
NO ANSWER	6.8	8.1	7.4	8.7	5.0	9.2	8.8	11.0	11.9	3.0	5.1	13.6	9.9

37A

Cumulative Grade Point Average (GPA)

In total, 18% of the enrollment claims to have a 3.5 or higher GPA, 26% claim a 3.0 to 3.4 GPA, 20% a 2.5 to 2.9 GPA and 10% a GPA of 2.0 or lower. About one in five students either has not completed any courses at the school (13%) or claims the courses he/she is taking are not graded (7%). Seven percent failed to answer this question.

Asians are more likely than others to report that their classes are not graded. This is consistent with high percentages of non-credit students among the Asian student population.

GPAs among those having received a grade at this school are shown on the following page.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 25

Q. 18 WHAT WAS YOUR APPROXIMATE CUMULATIVE GRADE POINT AVERAGE (GPA) FOR ALL WORK YOU HAVE DONE AT THIS SCHOOL AS OF THE LAST GRADING PERIOD?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = HAVE RECEIVED GRADE AT THIS SCHOOL (UNWEIGHTED BASE)	5160	164	1036	926	1426	966	242	150	250	1358	2450	159	934
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
CUMMULATIVE GRADE POINT AVERAGE													
3.5 AND ABOVE	24.2	27.2	23.2	11.4	27.9	15.9	14.9	19.0	25.2	19.7	26.8	26.7	19.9
3.0 - 3.4	34.9	31.7	35.6	30.9	36.0	32.1	32.7	38.2	34.7	32.2	35.3	41.5	36.8
2.5 - 2.9	27.4	25.8	27.1	33.8	25.6	31.9	32.5	28.1	27.7	33.3	24.9	18.8	29.9
2.0 - 2.4	11.0	11.6	11.9	19.2	8.7	15.9	14.5	14.7	9.9	12.3	10.9	10.5	10.3
1.5 - 1.9	1.8	2.5	1.4	4.0	1.5	2.8	4.2	-	1.2	2.3	1.6	1.8	2.0
1.4 OR LESS	0.6	1.2	0.8	0.6	0.4	1.3	1.2	-	1.3	0.3	0.4	0.8	1.1

38A

Reported GPA Among Those Having Received Grade At This School

When only those reporting GPAs are examined, 24% claim to have a GPA of 3.5 or higher, 35% claim a GPA of 3.0 to 3.4, 27% claim a GPA of 2.5 to 2.9 and 14% claim a GPA of less than 2.5.

Blacks, Hispanics and Filipinos report lower GPAs on average than Whites, Asians or Native Americans.

Chapter Six: **Expenditures**

A number of questions were asked to ascertain the amount students pay for various education expenses. These questions, taken together, provide a pre-fee profile of expenditures for the total enrollment and for each ethnic group. The specific questions included:

- Amount borrowed to help pay for educational expenses
- Monthly transportation costs to and from classes
- Monthly child care costs
- Amount spent for books/supplies this term
- Amount spent for parking, instructional material, health and other fees
- Whether paid non-resident tuition and, if so, how much

Responses to each question are discussed on the following pages.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 41

Q.29 HOW MUCH DID YOU BORROW THIS YEAR TO HELP PAY FOR YOUR EDUCATIONAL EXPENSES? INCLUDE LOANS FROM THIS COLLEGE FROM BANKS, OR FROM PRIVATE SOURCES SUCH AS FRIENDS OR FAMILY

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
HOW MUCH BORROWED THIS YEAR FOR EDUCATIONAL EXPENSES													
NOTHING	83.0	79.3	83.2	79.6	83.6	82.1	85.1	80.1	84.4	71.5	85.2	87.2	86.2
UNDER $200	5.7	7.5	3.2	5.6	6.0	8.2	5.4	4.4	2.9	8.5	5.9	3.3	4.1
$200 TO $500	3.0	4.2	2.8	4.6	2.5	3.9	3.7	2.6	3.8	4.6	3.0	1.7	2.1
$501 TO $750	0.9	1.9	1.1	1.1	0.7	1.0	1.8	2.2	0.4	1.9	0.7	0.5	0.7
$751 TO $1,000	1.1	1.8	1.5	1.2	1.0	1.0	0.6	1.3	1.0	1.5	1.1	0.4	1.1
$1,001 TO $1,500	1.1	-	1.4	1.7	1.1	0.5	0.6	1.8	0.7	3.2	0.7	0.1	0.7
$1,501 TO $2,000	0.7	1.7	0.9	0.8	0.7	0.6	0.6	0.5	0.4	1.8	0.5	0.5	0.6
$2,001 TO $2,500	1.6	2.7	3.1	2.6	1.4	0.9	0.6	2.1	1.5	4.2	1.1	0.7	0.9
$2,501 TO $3,000	0.4	-	0.8	0.7	0.4	0.3	-	0.4	0.2	0.8	0.2	0.5	0.7
MORE THAN $3,000	0.7	0.5	0.8	0.5	0.7	0.2	0.3	1.7	0.4	1.5	0.3	0.1	1.1
NO ANSWER	1.9	0.5	1.4	1.6	1.8	1.4	1.3	2.9	4.2	0.4	1.3	5.2	1.8
NET $501 OR MORE	6.4	8.5	9.4	8.6	6.2	4.5	4.5	9.9	4.7	15.0	4.6	2.7	5.8

V04

Amount Borrowed to Help Pay for College Expenses

The large majority of students (83%) report borrowing nothing to help pay for their educational expenses this year. The amounts borrowed by those who did varied, with 6% borrowing under $200, 5% borrowing $200 to $1000 and 5% borrowing over $1000.

Incidence of borrowing for college expenditures varied slightly by ethnic group: 20% among Native Americans, 19% among Blacks, 17% among Hispanics, 15% among Asians and Whites, and 14% among Filipinos.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 42

Q 30 HOW MUCH DO YOU SPEND EACH MONTH ON TRANSPORTATION TO AND FROM CLASSES? INCLUDE GASOLINE, APPLICABLE PORTION OF AUTOMOBILE SERVICE AND UPKEEP, BUS FARES, THE LIKE

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
MONTHLY TRANSPORTATION COSTS TO AND FROM CLASSES													
NOTHING	7.2	8.7	8.1	5.5	7.5	6.8	5.1	4.3	7.9	3.1	4.5	17.9	11.8
LESS THAN $10 PER MONTH	16.3	7.4	10.7	11.8	18.8	11.3	7.7	10.6	22.4	5.7	17.6	28.2	15.4
$10 TO $20 PER MONTH	23.1	25.6	17.6	22.1	25.0	19.1	24.8	15.6	23.5	12.9	27.1	18.9	23.9
$21 TO $30 PER MONTH	17.9	17.5	22.6	19.8	16.0	21.9	19.9	20.3	17.2	21.3	18.6	15.6	15.2
$31 TO $40 PER MONTH	10.9	15.3	11.7	13.5	10.2	14.0	12.2	12.6	6.0	15.1	11.6	4.6	9.0
$41 TO $50 PER MONTH	8.6	9.2	11.1	8.8	7.8	11.1	9.8	11.8	6.2	14.5	7.7	4.3	8.6
MORE THAN $50 PER MONTH	14.6	15.8	17.0	17.6	13.6	14.6	19.5	22.0	12.5	27.3	12.1	7.2	13.7
NO ANSWER	1.4	0.5	1.2	0.8	1.2	1.3	1.0	2.7	4.2	0.1	0.8	3.4	2.3
MEDIAN	21	25	26	25	19	26	26	29	17	35	20	10	19

41A

Monthly Transportation Costs to and From Class

A large majority of students (91%) report transportation expenses. Only 7% say they have no transportation expenditures while 1% give no answer. The majority of those who do report spending money on gasoline, auto upkeep, bus fares, getting to and from classes and the like say they spend $30 or less. The median expenditure is $21.

Median expenditures for Whites ($19) are somewhat lower than for other ethnic groups (between $25 and $26).

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 43

Q.31 HOW MUCH DO YOU SPEND EACH MONTH ON CHILD CARE AS **A RESULT** OF ATTENDING CLASSES?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	MIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
MONTHLY CHILD CARE COSTS AS A RESULT OF ATTENDNG CLASSES													
NOTHING	89.3	88.5	89.4	83.9	91.1	85.3	84.3	84.6	90.2	91.9	88.4	89.8	90.6
LESS THAN $20 PER MONTH	1.9	1.0	1.4	1.9	2.0	2.2	2.2	3.2	1.3	0.9	2.3	1.0	1.6
$20 TO $40 PER MONTH	2.2	1.9	1.7	3.2	2.0	3.6	4.5	1.8	1.4	1.7	2.8	1.6	1.9
$41 TO $60 PER MONTH	1.4	1.9	1.2	2.6	1.2	1.6	0.3	1.8	1.3	0.7	1.6	1.2	1.6
$61 TO $80 PER MONTH	0.8	0.5	0.8	1.2	0.8	1.2	1.0	0.9	0.8	0.4	1.2	0.4	0.6
$81 TO $100 PER MONTH	0.8	1.9	0.8	1.8	0.5	1.4	1.3	1.9	0.8	0.9	0.9	1.1	0.8
MORE THAN $100 PER MONTH	1.9	2.1	2.5	3.4	1.3	3.3	3.7	3.2	1.4	3.1	1.7	0.8	1.8
NO ANSWER	1.5	2.1	2.3	2.1	1.0	1.5	2.8	2.8	2.9	0.5	1.1	4.2	1.3

42A

Monthly Child Care Costs

A majority of students (89%) report spending nothing on child care, 2% failed to answer, leaving 9% who do report child care expenditures as a result of attending classes.

Incidence of having child care expenditures is highest among Blacks (14%). Thirteen percent of Hispanics and Filipinos also report child care expenses. Somewhat lower percentages of Native Americans (9%) and Asians and Whites (8%) report child care expenses.

Amount of child care expenditures for each ethnic group are shown on the table opposite.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 44

Q 32 HOW MUCH DID YOU SPEND THIS SEMESTER/QUARTER ON BOOKS AND SUPPLIES?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
COSTS FOR BOOKS AND SUPPLIES FOR THE SEMESTER/QUARTER													
LESS THAN $20 PER SEMESTER/QUARTER	18.7	15.5	17.5	14.8	18.7	18.1	12.0	17.2	27.9	1.9	14.7	53.1	24.9
$20 TO $60 PER SEMESTER/QUARTER	33.9	31.5	31.0	33.5	35.2	32.2	29.6	28.0	33.4	10.2	44.4	26.6	32.4
$61 TO $90 PER SEMESTER/QUARTER	15.2	18.5	14.8	16.9	14.8	18.2	21.7	14.5	11.0	15.2	18.3	5.9	12.2
$91 TO $120 PER SEMESTER/QUARTER	13.0	13.4	12.9	13.9	13.1	13.0	14.6	14.2	10.8	28.6	11.2	3.3	10.1
$121 TO $150 PER SEMESTER/QUARTER	7.8	8.7	10.0	8.4	7.9	7.0	9.6	8.7	5.0	20.5	5.2	1.7	6.4
$151 TO $180 PER SEMSETER/QUARTER	3.8	4.7	4.6	3.9	3.7	3.9	4.1	5.6	3.1	11.7	2.2	1.5	2.6
MORE THAN $180 PER SEMESTER/QUARTER	5.2	6.2	5.9	6.0	5.0	4.8	5.3	7.4	5.1	11.3	3.2	2.7	6.2
NO ANSWER	2.3	1.5	3.3	2.6	1.7	2.8	3.3	4.3	3.7	0.7	0.8	5.2	5.1
MEDIAN	55	64	60	61	54	58	69	65	44	114	51	17	47

43A

Amount Spent For Books and Supplies This Term

Over half of the students surveyed (53%) report spending $60 or less each term on books and supplies. The median expenditure for all students is $55.

Median expenditures for books and supplies vary somewhat among ethnic groups: Filipinos have the highest median expenditure per term ($69). They are followed by Native Americans ($64), Blacks ($61), Asians ($60), and Hispanics ($58). Whites have the lowest median expenditures for books and supplies ($54).

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 45

Q.33 HOW MUCH DID YOU PAY IN TOTAL THIS SEMESTER/QUARTER FOR PARKING, INSTRUCTIONAL MATERIALS, HEALTH AND OTHER FEES AT THIS COLLEGE?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
SEMESTER/QUARTER COSTS FOR PARKING, INSTRUCTIONAL MATERIALS, HEALTH AND OTHER FEES													
NOTHING	20.9	16.7	27.0	30.4	17.6	23.8	24.2	20.2	24.8	9.0	15.2	50.4	31.4
LESS THAN $10	12.8	11.4	12.5	13.5	13.1	12.0	13.1	13.3	11.1	9.6	14.1	15.3	10.6
$10 TO $20	24.4	28.2	20.1	23.6	25.2	23.0	21.8	23.5	25.7	21.8	29.4	12.3	20.3
$21 TO $30	14.3	15.0	11.8	10.6	15.4	13.8	17.5	8.8	13.6	18.2	15.7	7.4	11.1
$31 TO $40	8.6	10.5	7.8	5.8	9.4	9.3	5.5	7.2	6.3	11.3	9.1	4.8	7.7
$41 TO $50	5.2	3.3	5.6	4.4	5.3	5.2	6.2	4.3	5.0	8.9	4.1	1.6	6.3
$51 TO $60	3.1	4.8	3.1	2.1	3.1	3.1	3.3	6.7	2.8	4.1	3.1	1.7	2.9
$61 TO $70	2.2	1.9	2.1	1.5	2.6	1.8	1.8	2.2	0.5	4.3	2.3	0.3	1.0
$71 TO $80	1.3	2.5	0.9	0.9	1.4	1.0	0.8	0.4	2.1	0.7	1.5	0.7	1.1
MORE THAN $80	5.8	4.7	7.0	5.6	5.8	5.1	4.0	10.1	5.1	11.2	4.8	2.5	4.9
NO ANSWER	1.5	1.0	2.2	1.8	1.1	1.8	1.7	3.2	3.0	0.9	0.7	3.0	2.7
MEDIAN	16	17	14	11	17	15	15	16	14	25	17	-	13

44A

Amount Spent For Parking, Instructional Materials, Health and Other College Fees This Term

The median expenditure per term for parking, instructional materials, health and other college fees is $16. A majority of students (58%) report spending $20 or less and 21% report having no college fees.

Median expenditures for college fees is highest among Native Americans and Whites ($17). Hispanics and Filipinos have slightly lower expenditures ($15), as do Asians ($14). Blacks have the lowest median expenditure for college fees ($11).

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 46

Q 34A **DID YOU PAY** NONRESIDENT TUITION THIS SEMESTER/QUARTER?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PAY NONRESIDENT TUITION THIS SEMESTER/QUARTER													
YES, DID PAY	3.7	3.5	9.0	4.4	3.1	2.9	5.0	8.3	1.5	5.5	3.2	3.8	3.4
NO, DIDN'T PAY	95.0	96.0	89.5	94.4	95.9	95.7	92.7	88.8	96.1	94.2	95.9	93.1	95.1
NO ANSWER	1.3	0.5	1.6	1.3	1.0	1.3	2.3	2.8	2.4	0.4	0.9	3.1	1.5

45A

Whether Paid Non-Resident Tuition and, If So, How Much

Four percent of the students surveyed say they had to pay non-resident tuition this term. Half of those who pay non-resident tuition report paying $600 or less and the median expenditure for tuition was $522. Thirteen percent of those paying tuition failed to indicate tuition expenditures.

Asians are the most likely to say they had to pay non-resident tuition (9%). Incidence of paying non-resident tuition varies between 5% and 3% for other ethnic groups: 5% of Filipinos say they pay non-resident tuition, 4% of Blacks and Native Americans say they do so, and 3% of Whites and Hispanics report having to pay non-resident tuition.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 47

Q 34B IF YES HOW MUCH?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = PAID NONRESIDENT TUITION THIS SEMESTER/QUARTER (UNWEIGHTED BASE)	345	8	144	54	57	41	16	19	6	118	125	25	58
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
TUITION PAID THIS SEMESTER/QUARTER													
$600 OR LESS	49.8	61.4	44.1	51.6	54.3	52.7	62.2	32.6	17.5	30.9	64.8	51.4	45.9
$601 TO $700	4.7	-	2.1	11.4	5.3	6.5	-	-	-	3.2	2.5	2.7	8.6
$701 TO $800	5.3	-	9.0	7.3	3.3	9.0	11.9	-	-	10.1	3.5	4.6	1.7
$801 TO $900	3.7	-	5.8	7.0	1.8	4.2	-	10.8	-	5.7	1.9	-	7.3
$901 TO $1,000	10.0	-	10.2	6.3	9.2	9.3	6.9	5.0	52.9	7.0	7.7	27.1	11.4
$1,001 TO $1,100	1.7	-	5.2	-	-	2.3	-	-	11.8	4.3	0.4	2.1	1.2
$1,101 TO $1,200	4.3	-	5.2	-	3.3	2.1	-	25.1	-	13.9	1.1	-	-
$1,201 TO $1,300	3.1	-	8.4	-	1.6	-	-	10.8	-	7.5	1.5	-	1.6
$1,301 TO $1,400	1.5	-	1.9	1.6	1.6	-	6.0	-	-	4.7	0.4	-	0.8
MORE THAN $1,400	2.6	13.3	6.6	-	-	2.5	-	15.8	-	6.4	1.7	-	1.6
NO ANSWER	13.4	25.2	1.5	14.8	19.5	11.4	12.9	-	17.8	6.3	14.5	12.2	19.8
MEDIAN	522	365	734	495	445	504	420	1107	945	846	396	513	524

46A

Non-Resident Tuition Paid

The table opposite shows the amounts of non-resident tuition paid by those paying non-resident tuition.

46B

Chapter Seven: Reasons for Attendance and Future Enrollment Plans

A number of questions were asked to determine the reasons for attending a community college and future plans. These included:

- Reasons for attending and whether plan to transfer
- If planning to transfer, where
- Plans for Fall, 1984

Responses to these questions are presented in this section.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 6

Q.8A WHICH ONE OF THE FOLLOWING REASONS BEST DESCRIBES WHY YOU ARE ATTENDING THIS COLLEGE?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
REASONS FOR ATTENDING THIS PARTICULAR COLLEGE													
PREPARING FOR TRANSFER TO A FOUR-YEAR COLLEGE	31.8	30.5	33.4	35.0	32.2	31.2	35.1	32.6	23.8	60.5	29.8	7.3	26.3
TRAINING TO UPGRADE SKILLS ON YOUR PRESENT JOB	17.9	17.2	10.3	17.9	19.6	16.5	19.0	15.2	16.6	4.8	21.2	13.2	23.1
TRAINING FOR A NEW AND DIFFERENT CAREER	17.4	23.2	11.9	18.5	18.4	14.7	19.8	15.8	17.4	9.8	21.7	10.9	16.5
TRAINING FOR YOUR FIRST CAREER JOB	14.7	14.8	16.7	18.4	12.6	20.7	14.3	15.5	15.0	23.5	12.9	8.0	14.5
IMPROVING BASIC LANGUAGE OR COMPUTATIONAL SKILLS	7.2	5.4	19.7	7.4	4.7	10.5	8.0	12.0	6.2	2.0	6.5	19.7	8.1
OTHER	15.3	13.6	10.7	7.3	17.5	9.5	9.5	12.4	23.8	4.8	14.1	40.0	14.0
NO ANSWER	1.3	1.3	1.6	0.8	1.1	1.6	1.0	1.3	2.3	0.9	0.7	2.9	1.7

474

Reasons for Attending this College

Slightly more than three in ten students (32%) say they are attending this community college to prepare for transfer to a four year college. About half of the students (50%) say they are training for a job -- 18% to upgrade their skills on their present jobs, 17% for a new and different career and 15% for their first career job. A total of 7% say they are attending to improve basic language or computational skills. Fifteen percent gave reasons not listed on the questionnaire (other).

The percentages preparing for transfer to a four year college varied only slightly by ethnic group -- from 35% among Filipinos and Whites to 31% among Native Americans and Hispanics.

Asians are more likely than the other ethnic groups to be attending to improve basic language and/or computational skills (20%).

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 9

Q 8B DO **YOU** PLAN TO TRANSFER TO...

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = PLAN TO TRANSER (UNWEIGHTED BASE)	2401	69	542	441	609	450	118	74	98	886	1009	46	370
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PLAN TO TRANSFER TO...													
A CALIFORNIA STATE COLLEGE OR UNIVERSITY CAMPUS	58.2	55.6	54.1	54.7	58.1	58.8	67.7	64.1	65.0	57.5	60.2	49.4	57.1
A UNIVERSITY OF CALIFORNIA CAMPUS	18.4	20.8	25.6	19.5	17.0	19.6	13.1	13.3	20.2	19.6	18.3	20.2	15.4
A PRIVATE FOUR-YEAR COLLEGE OR UNIVERSITY IN CALIFORNIA	6.0	7.9	6.2	8.0	6.1	5.5	4.9	4.2	3.4	5.8	5.3	7.6	7.0
AN OUT-OF-STATE COLLEGE OR UNIVERSITY	3.3	3.3	1.3	5.6	3.6	2.3	-	3.9	3.0	4.7	2.2	4.8	3.9
ANOTHER COMMUNITY COLLEGE	1.7	1.5	2.1	1.4	1.5	2.2	1.6	2.5	1.9	1.3	1.6	7.6	1.0
A PRIVATE TRADE, BUSINESS, OR VOCATIONAL SCHOOL	1.0	-	1.0	0.9	1.0	1.6	1.6	1.3	-	0.3	1.3	1.1	1.6
UNDECIDED	11.8	12.4	10.8	11.5	12.5	10.8	12.4	11.9	8.7	11.6	11.4	9.3	13.8
NO ANSWER	1.2	1.2	0.5	0.2	1.5	1.1	0.9	1.4	1.1	1.3	1.1	-	1.7
NET 4 YEAR SCHOOL	84.7	84.8	86.0	86.5	83.8	84.8	84.3	82.8	89.4	85.9	85.1	82.0	82.1

Where Plan To Transfer To

The large majority (85%) of those planning to transfer say they plan to attend a four year school: 58% plan to attend a California State College or University campus, 18% a University of California campus, 6% a private four year college or university in California and 3% an out-of-state college or university.

About one in eight (12%) are undecided.

While ethnic groups are similar in their desire to transfer to a four year school, there are some variations among ethnic groups in what type of four year college they would like to transfer to, as can be seen in the table opposite.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 48

Q 35A IN THE FALL, 1984, DO YOU PLAN TO:

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PLANS FOR FALL, 1984													
ATTEND YOUR PRESENT CAMPUS	52.1	58.1	47.4	45.3	54.1	53.3	45.2	45.6	49.7	53.1	58.0	46.3	39.3
TRANSFER TO ANOTHER SCHOOL	27.0	23.4	36.3	36.5	23.3	31.0	37.4	31.1	25.0	35.6	23.6	25.2	28.9
NOT ENROLL IN COLLEGE	6.0	6.1	3.3	5.2	6.8	4.0	3.6	5.0	8.6	3.3	4.9	5.5	11.9
OTHER	1.0	1.4	1.3	0.4	1.1	0.8	1.7	1.3	0.3	0.9	0.9	1.3	1.1
UNDECIDED	12.6	9.1	10.3	11.9	13.5	9.9	10.7	13.9	13.6	6.3	11.8	19.1	17.2
NO ANSWER	1.3	1.9	1.4	0.7	1.2	1.1	1.5	3.1	2.8	0.8	0.8	2.5	1.6

49A

JULY 1984 -- PROJECT #568-004

Field Research Corporation

Attendance Plans for Fall, 1984

Slightly more than half (52%) of the current enrollment plans to re-enroll at their current campus next Fall. Twenty seven percent plan to transfer to another school (see next page for where they plan to go) 6% say they do not plan to enroll in college in the Fall. Thirteen percent are undecided.

Asians, Blacks and Filipinos show a slightly greater tendency to transfer to another school (rather than attending the present campus) than do Native Americans, Whites or Hispanics.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 49

Q 35B DO YOU PLAN TO TRANSFER TO...

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = PLAN TO TRANSFER TO ANOTHER SCHOOL (UNWEIGHTED BASE)	2196	50	556	455	437	417	118	69	94	566	881	163	450
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
WHERE PLAN TO TRANSFER													
A CALIFORNIA STATE COLLEGE OR UNIVERSITY CAMPUS	31.0	25.1	28.7	33.9	32.4	26.8	28.7	33.8	29.7	43.7	31.5	11.2	28.2
ANOTHER COMMUNITY COLLEGE	10.8	13.9	7.6	11.5	10.8	11.7	9.0	11.1	13.3	7.2	12.7	6.7	11.9
A UNIVERSITY OF CALIFORNIA CAMPUS	8.0	5.6	10.5	8.4	7.7	9.4	4.7	5.6	5.4	13.9	7.0	2.4	4.4
A PRIVATE FOUR-YEAR COLLEGE OR UNIVERSITY	4.8	8.1	3.8	4.6	6.0	3.6	3.1	5.7	-	5.9	4.3	4.7	4.3
A PRIVATE TRADE, BUSINESS OR VOCATIONAL SCHOOL	4.0	2.0	2.0	4.6	3.9	5.0	7.8	1.4	5.3	2.1	4.3	7.7	4.2
A REGIONAL OCCUPATIONAL CENTER OR ADULT SCHOOL	2.7	2.0	6.1	1.7	2.1	3.9	4.5	-	1.1	1.0	1.7	6.8	4.5
AN OUT-OF-STATE COLLEGE OR UNIVERSITY	2.5	4.2	0.9	2.8	3.7	0.4	-	4.2	0.7	3.4	1.6	1.8	3.7
UNDECIDED	35.4	39.1	39.8	32.1	32.6	38.1	42.2	38.2	43.4	22.5	36.2	57.7	37.2
NO ANSWER	0.8	-	0.6	0.4	0.9	1.1	-	-	1.1	0.2	0.6	1.0	1.6
NET 4 YEAR SCHOOL	46.3	43.0	43.9	49.7	49.7	40.2	36.5	49.3	35.8	67.0	44.5	20.1	40.6

50A

Where Plan to Go if Plan to Transfer in Fall, 1984

Among those planning to transfer to another school, 31% say they will go to a California State college or university. Slightly more than one in ten (11%) say they plan to transfer to another community college.

About one third (35%) of those who plan to transfer say they are undecided about where they plan to go.

While there are some variations in transfer plans among the different ethnic groups, the general pattern of response is similar, with California State University campuses ranking highest among all groups.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

Q.12 DID YOU ATTEND THIS COLLEGE LAST SEMESTER/QUARTER?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ATTEND THIS COLLEGE LAST SEMESTER/QUARTER													
YES, DID ATTEND	63.7	59.7	64.7	66.3	63.1	65.7	64.2	61.3	63.6	85.9	63.4	55.5	55.1
NO, DIDN'T ATTEND	36.3	40.3	35.3	33.7	36.9	34.3	35.8	38.7	36.4	14.1	36.6	44.5	44.9
NO ANSWER	-	-	-	-	-	-	-	-	-	-	-	-	-

51A

Whether Attended This College Last Semester

In order to further explore transfer patterns, respondents were asked if they had attended this college last term. Responses are shown opposite.

Sixty four percent of the total enrollment had attended this same college last term. This leaves 36% who say this was their first term at this college.

The percentage who attended this college last term varied somewhat by ethnic group -- from a high of 66% among Blacks and Hispanics to 60% among Native Americans.

NOTE: Those who attended this school last term were asked a series of questions to determine their academic load last term. The intent of these questions was to examine re-enrollment in credit and non-credit classes in the same institution. Further analysis is needed to make these data meaningful. Such analysis is beyond the scope of this project, but the data are presented in Appendix D for reference.

Chapter Eight: How Non-credit Students Say a $15 Fee for Non-credit Courses Would Affect Their Plans

All those who were enrolled in non-credit classes were asked this question: "If a fee of $15 had been charged for each non-credit course this semester/quarter, what would you most likely have done? Check one response."

- ☐ Take same number of non-credit courses
- ☐ Take fewer non-credit courses
- ☐ Transfer to adult school
- ☐ Transfer to Regional Occupation Center
- ☐ Transfer to a private, trade, business or vocational school
- ☐ Drop out of school entirely
- ☐ Other

Responses are discussed on the next pages.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 50

Q 36A DID YOU ENROLL IN NON-CREDIT COURSES THIS SEMESTER/QUARTER?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ENROLL IN NON-CREDIT COURSES THIS SEMESTER/QUARTER													
YES, ENROLLED IN NON-CREDIT COURSES	13.7	11.7	22.1	10.6	10.9	18.3	12.4	12.3	22.4	5.7	6.1	100.0	-
NO, DIDN'T ENROLL IN NON-CREDIT COURSES	82.6	83.9	75.1	86.5	84.9	78.3	86.0	83.2	74.2	92.7	91.5	-	100.0
NO ANSWER	3.8	4.3	2.8	2.9	4.2	3.5	1.6	4.5	3.4	1.6	2.3	-	-

53A

Whether Enrolled in Non-Credit Classes This Term

While respondents had already indicated earlier in the questionnaire if they were enrolled in non-credit courses, the question was repeated to serve as a lead-in to the question about a fee.

As noted earlier, 14% are enrolled in non-credit courses. This varies from a high of 22% among Asians to a low of 11% among Blacks and Whites.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 51

Q.36B IF A FEE OF $15 HAD BEEN CHARGED FOR EACH NON-CREDIT COURSE THIS SEMESTER/QUARTER, WHAT WOULD YOU MOST LIKELY HAVE DONE?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = ENROLLED IN NON-CREDIT COURSES THIS SEMESTER/QUARTER (UNWEIGHTED BASE)	890	18	287	111	194	172	31	23	54	82	212	543	-
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-
ACTION WOULD HAVE TAKEN IF A $15 FEE HAD BEEN CHARGED FOR EACH NON-CREDIT COURSE													
TAKE SAME NUMBER OF NON-CREDIT COURSES	35.5	36.5	27.7	27.7	42.4	29.0	15.6	22.5	35.4	24.5	21.8	41.0	-
TAKE FEWER NON-CREDIT COURSES	13.9	25.4	16.8	18.5	12.0	13.1	21.6	36.1	10.3	23.1	22.3	9.6	-
DROP OUT OF SCHOOL ENTIRELY	9.0	14.3	13.0	4.1	7.4	10.2	3.7	11.5	11.4	5.7	3.1	11.9	-
TRANSFER TO ADULT SCHOOL	4.1	4.0	9.4	2.9	2.1	6.7	3.7	-	3.5	0.5	3.3	4.9	-
TRANSFER TO A PRIVATE TRADE BUSINESS OR VOCATIONAL SCHOOL	1.5	-	1.7	1.1	0.9	1.8	9.8	4.7	1.2	4.2	2.0	1.1	-
TRANSFER TO REGIONAL OCCUPATIONAL CENTER	0.4	-	2.3	1.1	-	-	3.7	-	-	-	0.6	0.4	-
OTHER	6.7	4.0	4.5	4.8	7.7	7.7	13.5	3.8	4.6	6.1	9.2	5.8	-
NO ANSWER	29.0	15.8	24.7	39.9	27.4	31.5	28.3	21.4	33.6	36.0	37.9	25.3	-

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Response to a Hypothetical $15 Charge for Non-Credit Courses

When those enrolled in non-credit courses (14%) are asked what they would have done if a $15 fee had been charged for each non-credit course, 36% said they would have taken the same number of non-credit courses, i.e. that it would have had no effect. Fourteen percent said they would have taken fewer non-credit courses and another 9% said they would have dropped out of school entirely. Four percent said they would have transferred to an adult school.

A significant number (29%) did not respond to this question. Since there was no provision for "undecided" in the question, it is reasonable to assume that these persons are not sure what they would do.

NOTE: Responses to questions such as this one need to be interpreted with a due regard for the difficulty that people have in responding to hypothetical questions.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 7

Q.7 DURING MOST OF THIS SEMESTER/QUARTER AT THIS COLLEGE,
DID YOU ATTEND CLASSES DURING THE

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
WHEN ATTENDED SCHOOL													
DAYTIME ONLY (BEFORE 4:30 PM)	40.9	44.3	43.9	47.1	38.3	41.0	46.5	43.7	47.8	59.6	34.5	44.2	39.0
EVENING ONLY (4:30 OR LATER)	40.3	31.7	33.2	35.7	43.0	41.6	38.9	35.9	33.8	7.4	50.9	44.9	39.8
BOTH DAY AND EVENING	17.6	22.5	21.5	16.4	17.7	15.8	13.2	18.7	16.0	32.7	14.1	9.1	18.3
NO ANSWER	1.2	1.4	1.4	0.8	0.9	1.5	1.3	1.7	2.3	0.3	0.6	1.8	2.9

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Chapter Nine: Evening vs. Daytime Enrollment

Respondents were asked to indicate if they attended classes only in the daytime, only in the evening or both.

Responses are shown on the following page.

The purpose of this question was to provide the means for examing the characteristics of those attending in the evening versus those attending during the day. Such analyses are not part of this reporting effort. The data are shown here to indicate the percentages attending daytime versus evening in total and among each ethnic group.

APPENDICES

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AB 1XX

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Appendix A

Survey Method

SURVEY METHOD

Overview

In brief, the survey was conducted as follows:

- A sample of 62 schools was selected by FRC using enrollment data supplied by the Chancellor's Office.
- Each school was asked to select a random sample of its total active enrollment as of the first census using a standard counting interval, i.e. every 24th student.
- Using the sample supplied by the schools, FRC selected a sample of students stratified by ethnicity. The sample was selected by applying different sampling rates to each ethnic group. In total, a sample of 10,247 students was selected.

Total	10,247
Native American	285
Asian	2,072
Black	2,035
White	2,471
Hispanic	2,079
Filipino	417
Other	332
Unknown	556

- During April 26 to 28 questionnaires were sent out to all sampled students accompanied by a letter from the Chancellor and a postage paid return envelope.

- About 2 weeks later (May 14,15), a second mailing was made to all non-responders.
- During the period between May 26 and June 6 FRC sent lists of the remaining non-responders to each college with instructions for how to follow-up on those non-responders.
- Beginning June 9, FRC began making telephone calls to each of the remaining non-responders. Up to four attempts in total were made to contact the student and complete the interview
- These combined efforts resulted in a total of 7,094 usable questionnaires representing an overall response rate of 69%.
- The data were keyentered into FRC's computer system, checked for consistency and accuracy.
- The data were weighted to bring each ethnic group back into its proper proportion to the total enrollment.
- The data were then tabulated by ethnicity and academic load. These tabulations are presented in this report.
- A data tape was prepared for the Office of the Chancellor to be used in that office's further analysis of the findings.

A complete description of the sample design and the procedures followed in implementing the study follow.

The Sample Design Plan

Given the importance of ethnicity, a stratified sample of students represented the most efficient way to meet the overall objectives of the study. To do this, a sample of 62 schools was selected. Each school was asked to draw a random probability sample of its enrollment. FRC then drew a stratified sample from these samples. This was done by applying a different sampling rate to each ethnic group (see page A-9).

The size of the overall sample was based on the need to have reliable data for certain critical groups, e.g. full-time Blacks. Using enrollment data supplied by the Chancellor's Office, FRC laid out a sample design plan calling for a total mailout of 10,000. This included samples of 2,000 in each of the four major ethnic groups of interest and smaller samples in the other remaining groups. As shown below, using a worst case estimate of 50% completion, a sample of this size could be expected to yield 230 to 280 persons in the smallest cells of interest, e.g. full time Asians, Blacks, Hispanics and Whites. On a best case estimate, using a completion rate of 75%, the sample could be expected to yield 345 to 420 persons in these critical cells. It was felt that these sample sizes would provide the necessary level of precision for meeting the major objectives of the study.

PROJECTED MAILOUT (NOT ACTUAL)

		Mailout	Best case 75% return Total	Full time	Part time	Non-credit	Worst case 50% return Total	Full time	Part time	Non-credit
Asians		2000	1500	420	720	360	1000	280	480	240
Blacks		2000	1500	420	960	120	1000	280	640	80
Hispanics		2000	1500	360	870	270	1000	240	850	180
Whites		2000	1500	345	1020	135	1000	230	630	90
American Indian	200									
Filipino	400	1000	750	172	488	90	500	115	325	60
Other	400									
Unknown		900	675	155	439	81	450	103	293	54
TOTAL		(9900)	7425	1872	4497	1056	4950	1248	2998	704

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NOTE: The above design plan was adjusted somewhat after the sample of colleges was drawn:--see page A-9 for the number of questionnaires actually mailed to each group.

The procedures used in drawing the sample of schools and the samples of students within schools are described on the following pages.

Stage 1: Selecting Sample of Schools

The Chancellor's Office supplied Field Research Corporation with enrollment data on all colleges in the system. Using this enrollment data, FRC selected a sample of 62 schools. The procedure was as follows:

First the schools were classified by total enrollment in tritiles:

Class A: Large schools (13,777 or more)
Class B: Medium schools (6,889-13,776)
Class C: Small schools (Less than 6,888)

Within each class, the schools were ranked by ethnicity as follows:

Whites: highest to lowest proportion to total enrollment
Asians: " " " " " " "
Blacks: " " " " " " "
Hispanics: " " " " " " "

A-5

The six schools having the highest percentages of Whites, of Asians, of Blacks and of Hispanics within each size class (A,B,C) were chosen. (The Asian sample included more of the Class B schools because there were not enough Class C schools with high percentages of Asians.)

This procedure produced 72 listings--6 schools times 4 ethnic groups times 3 size groupings. After duplicates were sifted out, a total of 62 schools remained. A list of sample schools follows.

Table A.1

SAMPLE SCHOOLS

Barstow College
Cabrillo College
Cerritos College
Coastline College
Orange Coast College
Compton Community College
Contra Costa College
Diablo Valley College
Los Medanos College
El Camino College
Foothill College
Gavilan College
Glandale Community College
Cuyamaca College
Grossmont College
Hartnell College
Imperial Valley College
Cerro Coso Community College
Long Beach City College
East Los Angeles College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Southwest College
Los Angeles Trade-Technical College
West Los Angeles College
American River College
Consumnes River College
Sacramento City College
College of Marin
Merced College
Mt. San Antonio College
Mt. San Jacinto College
College of Alameda
Laney College
Merritt College
Vista College
Santa Ana College
Santa Ana CED
College of the Redwoods
Rio Hondo College
San Bernardino Valley College
San Diego City College
San Diego Educational Cultural Complex
City College of San Francisco
San Francisco Community College Centers
Evergreen Valley College
San Jose City College
Cuesta College
College of San Mateo
Skyline College
College of the Canyons
College of the Sequoias
Shasta College
Sierra College
Santa Rosa Junior College
Fresno City College
Moorpark College
Oxnard College
West Hills College
Columbia College
Modesto Junior College

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The sample of 62 schools was then checked against the universe for study (total enrollments) on a number of key variables, viz. ethnicity, academic load, percentage under 18 years of age (proxy for dependent status), probability of change in enrollments (a special classification of schools developed by the Chancellor's Office) and class level. These comparisons are shown in Appendix C.

Except for a slight disproportionately high percentage of Blacks, Asians and Hispanics (a natural consequence of the sampling procedure), the enrollment profile for the sample of schools was found to be very close to that of the total system. (Since a stratified sample of students was to be drawn, the slightly higher proportions of Blacks, Asians and Hispanics simply made it more efficient to sample for those groups. To provide total enrollment findings, the data from each ethnic group were weighted to bring each back into its proper proportion to total enrollment using actual enrollment data--see Weighting Procedures, page A-17).

Stage 2: Sampling Students within Schools

The total sample was allocated to each school in proportion to total enrollment.

Each school was asked to draw a random sample of its total active enrollment as of the first census. FRC supplied instructions for how the samples were to be drawn. A copy of the instructions is included in Appendix B.
Essentially, each school was told to draw every 24th name from its total active enrollment. This was to yield a total of about 30,000 names from which FRC would draw a stratified sample.

Stage 3: Drawing Stratified Sample of Students from Random Samples Supplied by the Schools

All 62 schools selected for the study returned samples to FRC. In most cases, these were in the form of computerized printouts. Some schools supplied only lists, but many were able to supply lists as well as mailing labels.

Upon receipt of the samples from the schools, FRC drew a sample of 10,247 students stratified by ethnicity.

As shown in Table A.2, FRC first drew a sample planned to yield 13,130 students, 33% more than needed for the planned 10,000 mailout. This was done because FRC had to begin drawing the samples before it knew how many of the colleges would be able to supply samples. In the event that not all of the colleges would supply samples, adjustments could be made without having to resample all of the schools.

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As shown in Table A.1, the sample was selected by applying a different sampling rate to each ethnic group. For example, every 5th White was selected, but in the case of Blacks, every 8th Black was skipped. This yielded a sample stratified by ethnicity.

It turned out that all of the sampled schools returned usable samples. Therefore, FRC simply used 75% of its planned initial sample draw, that is, every 4th person already sampled was skipped. This should have yielded 10,268. In fact, it yielded 10,247. (The sampling rates were based on enrollment data supplied by the Office of the Chancellor prior to receipt of the samples from the schools. The fact that the actual draw came very close to the projected draw indicates that the schools did, in fact, follow the sampling procedures very closely.)

Table A.2

SAMPLING RATES APPLIED TO YIELD
SAMPLE OF STUDENTS STRATIFIED BY ETHNICITY

	Total Universe	Sample Schools	Initial Draw	Desired Mail-out	First FRC Sample Draw	Interval %		Projected Yield	Projected Second FRC Draw*	Actual Draw for Sendout
Total	1,223,867	721,477	30,300	10,000	13,130			13,593	10,268	10,247
1. American Indian	17,239 1%	10,132 1%	300	300	300	ALL		300	300	285
2. Asian	101,681 8%	71,523 10%	3,000	2,000	2,660	90	9:1	2,700	2,025	2,072
3. Black	98,947 8%	77,039 11%	3,300	2,000	2,660	88	7:1	2,904	2,178	2,035
4. White	714,725 58%	387,080 54%	16,200	2,500	3,325	20	1:4	3,240	2,430	2,471
5. Hispanic	147,173 12%	97,761 14%	4,200	2,000	2,660	67	2:1	2,814	2,110	2,079
6. Filipino	23,476 2%	14,642 2%	600	400	532	90	9:1	540	405	417
7. Other	31,750 3%	15,149 2%	600	300	400	67	2:1	402	301	332
8. Unknown	89,192 7%	48,151 7%	2,100	500	593	33	1:2	693	519	556

33% OVERAGE

* 75% of first FRC draw.

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Respondent ID Number

In order to permit follow-ups on those who did not respond to the mailing, each sampled student was given a six digit ID number. The first digit indicated ethnicity. The next two digits indicated the college. The last three digits identified the particular person, starting with 001 in each ethnic group in each college.

The ID number was written in by hand on each questionnaire in the lower right hand corner of the last page. (Very few, less than 20, questionnaires were returned with the ID number removed.)

Mailout Procedures

The first mailing (April 26-28) included an individually typed covering letter on California Community College letterhead signed by the Chancellor, a questionnaire and a postage-paid return envelope addressed to Field Research Corporation. The outgoing envelopes were stamped rather than postage metered. Labels were used when the college was able to supply labels; otherwise, the address was typed. A copy of the letter can be found in Appendix B.

As the questionnaires were returned to FRC, the respondent ID number was key-entered into FRC's computer system. At intervals, lists of responders by college were produced and the responders were checked off the master sample lists.

About 2 weeks later (May 14, 15), a second mailing was made to all of those who had not yet responded to the first mailing. This mailing included a copy of the original letter stamped with the phrase "If you have already responded, please ignore

this notice and thank you." Along with the letter, non-responders received a second copy of the questionnaire and a second postage paid return envelope. To further encourage response, the outgoing envelope was stamped, in red "Second Notice. Immediate Reply Needed."

Faculty Notices

Concurrent with the second mailing, each sampled college was asked to distribute notices to each faculty member to be read aloud in class during the week that the second mailing would be received. FRC printed a sufficient number of these notices for distribution to each faculty member at each college. A copy of the notice and the covering letter is included in Appendix B.

(While the extent to which this helped the response rate cannot be known, FRC believes it may have had a strong positive effect: As shown in Table A.4, response to the second mailing was better than would normally be expected.)

On-Site Follow Up by Colleges

During the period between May 26 and June 6 FRC prepared lists of all of the remaining non-responders and sent these to each of the colleges. The colleges were asked to make an attempt to contact each of these non-responders in an effort to obtain the interview. FRC supplied the colleges with instructions for how to make the follow-up attempts and with a sufficient number of questionnaires for each non-responder. (A copy of the instructions sent to each school is included in Appendix B.) The questionnaires were given a special identifying mark so that FRC would be able to report the number of questionnaires produced by this effort.

It should be noted that some colleges were unable to do any follow-up work because they had already closed by the time the returns from the second mailout were received. Those who were still in session typically received the lists of non-responders just before finals week began. As it turned out, only 230 of the 7,094 questionnaires were returned with an "X" identifying them as having been distributed by the college. Some colleges sent reminder letters to non-responders--the results of those efforts cannot be measured but the returns during the period were relatively small. (See page A-15.)

Telephone Follow-Ups by FRC

Beginning on June 9, FRC began to make telephone calls to the remaining non-responders:

First, FRC updated the list of non-responders by again checking off all those who had responded on each college's master sample. (Actually this updating went on as the survey progressed.)

Then, where necessary, FRC looked up telephone numbers for the non-responders using Directory Assistance. (Roughly half of the colleges had supplied telephone numbers with the original sample.)

The names and telephone numbers of non-responders were then transferred to contact record cards. Using these cards, interviewers made up to four attempts, on different days and at different times of day, to complete an interview with the listed person. The interviewing was conducted from FRC's central location telephone interviewing facility in Los Angeles. In this facility, trained interviewers do the calling from individual, sound protected booths under the full time supervision of FRC staff members.

In total, telephone numbers were available for 4,566 of the remaining non-responders. After four attempts, interviews were completed with 1,111 of these persons. The results of the calling effort are shown below:

Table A.3

RESULTS OF TELEPHONE CALLING EFFORT

Names of non-responders submitted for telephone follow-ups		4,566	
No one by that name here; wrong number		661	
Disconnected number		566	
Usable listings		3,339	100.0%
No answer (after 4 attempts)		400	11.9
Busy (after 4 attempts)		42	1.2
Answering service/machine		55	1.6
Qualified respondent not available (after 4 attempts)		327	10.0
Deceased		3	.1
Duplicate listing		3	.1
Communications barrier		283	8.5
Refused		314	9.4
Made contact		1,912	57.2
Had already returned questionnaire		710	21.3*
Not attending community college		65	1.9
Attended 40-50 years ago	3		
Attended 2 to 5 years ago	9		
Attended a few days/weeks; dropped out	5		
Attended, but then moved	3		
Registered but never attended	5		
Never enrolled	34		
High school student; never enrolled	4		
Teacher -- not attending	2		
Started, but terminated		26	.8
Completed interview		1,111	33.2

* Returns were still coming in at about 50 per day when the telephone follow-up effort was initiated.

Explication of Response

FRC kept a daily tally of the returns. As shown in Table A.4, it appears that the first mailing yielded a return rate of about 28%. (Returns were still coming in at the rate of about 50-75 per day at the time that the second mailing was made. If it were not so near the end of term, FRC would have waited another week to maximize the return from the first mailing.) Ten days after the second mailing, the gross return rate had increased to 45%. By the cut-off date (June 29) the two mailings had yielded a gross return of 58%.

The telephone follow ups yielded another 11% bringing the total gross return rate up to 69%. Relatively few questionnaires marked with an "x" to indicate they had been distributed by the colleges were returned. Thus, this particular effort was not cost effective. Whether colleges might have been able to do more if the timing had been different is not known.

FRC found 234 questionnaires with duplicate ID numbers. When these are removed, the total usable return rate is 69%.

Table A.4

EXPLICATION OF RESPONSE

	Yield		Return rate (cumed)
Total send-out		10,247	
First mailing: April 26-28 Gross return after 18 days (by 5/14)		2,860	28%
Second mailing: May 14, 15 Gross return after 10 days (by 5/24)		4,684	45%
Gross return to mailings by June 7		5,620	55%
Total gross return from mailings as of June 29 (cut-off date)		5,987	58%
Telephone follow-ups	1111	7,098	69%
Returns from college follow-up[a]	230	7,328	71%
Total gross return as of June 29		7,328	71%
Less duplicates		- 234	- 2%
Net usable returns		7,094	69%

(a) *May be understated. Refers to questions returned with "x" to indicate the questionnaire had been handed out by the college. Some colleges simply sent reminder notices. Effect of the notices is not known.*

NOTE: *302 of the 10,247 mailed were returned as undeliverable. These persons were still eligible for college and telephone follow-ups.*

Completion Rate

As the interviews came in to FRC, they were checked for completeness. When one or more pages were completely blank, the questionnaire was treated as an "incomplete" and not tabulated. The remaining questionnaires were serialized and the data were keyentered into FRC's computer system.

The first step in the data processing was to remove questionnaires with duplicate respondent ID numbers. A total of 234 duplicates were found. In the case of duplicates, the questionnaire received first was retained.

When the duplicates were removed from the total returns, the final count on usable questionnaires was 7,094 representing 69% of the 10,247 sample.

Table A.5 shows the number of usable questionnaires obtained by ethnic group and by each data gathering effort.

Table A.5

	Mailed	Usable returns Total	Mail	Telephone	College*	Completion rate
Total	10,247	7,094	5,753	1,111	230	69%
Native American	285	212	171	37	4	74%
Asian	2,072	1,524	1,312	156	56	74%
Black	2,035	1,236	935	266	35	60%
White	2,471	1,863	1,546	267	50	75%
Hispanic	2,079	1,357	1,059	240	58	65%
Filipino	417	320	262	52	6	77%
Other	332	220	176	32	12	66%
Unknown	556	362	292	61	9	65%

* Could be understated. *Colleges were sent questionnaires marked with an "X". They were asked to "summon" the student to a central place, give him/her the questionnaire and have him/her fill it out. In total, 230 of these questionnaires were returned to FRC. However, a number of colleges sent letters or made other efforts to contact non-responders; the results of those efforts are not known.*

Weighting

Because a disproportionate sample plan was used (i.e., disproportionately high percentages of Blacks, Asians and Hispanics were included) statistical weights were applied to bring each ethnic group into its proper proportion for examining total enrollment data.

Within each ethnic group statistical weights were also applied to "fine-tune" each ethnic sample to known distributions on academic load (full time, part time, non-credit). As can be seen below, these adjustments were quite small. The unweighted and weighted data are shown below.

Table A.6

	Total enrollment*	Survey Sample Unweighted		After weighting		
Base	1,223,867	#	%	100%		
	%					
Ethnicity						
Native American	1%	212	3	1		
Asian	8	1,524	22	9		
Black	8	1,236	17	8		
Hispanic	12	1,357	19	12		
Filipino	2	320	5	2		
White	58	1,863	26	58		
Other	3	220	3	3		
Unknown	7	362	5	7		
				(a)		(a)
Academic Load						
Full time	23%	1,524	22	29%	17%	23%
Part time	64	3,184	45	60	48	65
Non-credit only	12	543	8	11	9	12
Not currently enrolled in credit or non-credit classes	-	1,418	20		20	
Not reported	-	425	6		6	

* Data on enrollment supplied by Analytical Studies Unit, Office of the Chancellor.

(a) Based on those claiming to be currently enrolled in credit or non-credit classes.

FRC's weighting program requires only that the computer be told for each group that is to be weighted, what its true percentage should be, that is, what percent of the total universe each cell represents. The computer automatically computes a weight to bring each group into its true proportion.

Since the data were to be weighted by two variables, a 24 cell matrix (8 ethnic groups by 3 academic load levels) was originally contemplated. However, 25.7% of the sample could not be classified by academic load: 6% failed to report the number of credit and/or non-credit classes and 20% said they were enrolled in neither. It was decided that this group would receive only the ethnic weight, that is, they would be distributed across the 8 ethnic cells and each cell would be given weight to bring each ethnic group back into its proper proportion. (The ethnic distribution of this group as a whole was found to be very similar to the ethnic distribution of the remainder of the sample; thus, it does not appear that any unwanted bias was introduced by using the overall ethnic distribution to weight this group.) The percentages given to the computer program to bring each cell into its proper proportion are shown in Table A.6 --the last line. These percentages were obtained by multiplying the percentage non-classifiable (25.7%) by the percentage distribution for each ethnic group in total.

The remaining respondents, representing 74.3% of the sample were then distributed by ethnicity and loaded into 24 cells. The percentages given to the computer program to bring each of these cells into its proper proportion are also shown in Table A.6 --these percentages were obtained by multiplying the percentage that should be in the cell based on total enrollments by 74.3%.

These procedures yielded a 32 cell matrix. The percentages that should be in each cell based on total enrollment data and adjusted for the fact that 25.7% could not be classified by academic load are shown in the table. These percentages were fed into the computer and a special weighting program automatically calculated the weight needed to bring each cell into its proper proportion.

Table A.7

PERCENTAGES USED TO WEIGHT DATA TO KNOWN ETHNICITY
BY ACADEMIC LOAD DISTRIBUTIONS

1. Distribution of total enrollment by academic load and ethnicity:

	Total	American Native	Asian	Black	White	Hispanic	Filipino	Other	Unknown
Total	1,242,734 (100%)	1.39%	8.52%	7.98%	58.36%	11.88%	1.96%	2.51%	7.40%
Full time		.35	2.36	2.19	13.20	2.84	.47	.67	1.18
Part time		.94	4.20	5.14	40.06	6.94	1.25	1.54	4.49
Non-credit		.10	1.96	.65	5.10	2.10	.24	.30	1.73

2. Distribution of total enrollment by academic load and ethnicity adjusted for fact that academic load could not be determined for 26% of the survey respondents: (used to weight data -- see text)

Able to determine academic load (74.3)*								
Full time	.26	1.75	1.63	9.81	2.11	.35	.50	.88
Part time	.70	3.12	3.82	29.76	5.16	.93	1.14	3.34
Non-credit	.07	1.46	.48	3.79	1.56	.18	.22	1.29
Not able to determine academic load (25.7)*	.36	2.19	2.05	15.00	3.05	.50	.65	1.90

* *From weighted survey data.*

A-19

Data Processing

After the duplicates had been removed and prior to the weighting, the questionnaire data was checked for internal logic, consistency and accuracy using a specially designed computer program which identifies non-allowable punches and inconsistent responses. These problems were resolved by examination of the original questionnaire. If the inconsistencies were due to respondent inconsistency, judgments were made to determine which answer to accept. Where such judgments could not be made with reasonable certainty, the inconsistent answers were edited to missing data.

Tabulations

After the data had been weighted, the responses to each question in the questionnaire were tabulated in total and by ethnicity and academic load. These tabulations are presented in this report. They are intended to provide a simple, straightforward description of community college enrollments as of the first census (Spring, 1984).

In addition to these tabulations, FRC provided the Chancellor's Office with a data tape and a code book.

Questionnaire

The questionnaire was prepared by the Analytical Studies Department of the Office of the Chancellor. FRC made some minor revisions in the questionnaire and re-formatted it into a four page type-set booklet. A copy is included in Appendix B.

Appendix B

Questionnaire and Related Survey Materials

1. Questionnaire
2. Covering letter for mailout
3. Instructions to colleges for drawing the sample
4. Covering letter for faculty notice
5. Faculty Notice (sent to colleges at time of second mailout)
6. Letter to colleges with instructions for on-site for follow up

California Community Colleges
ENROLLMENT STUDY

This study is designed to provide an accurate picture of the types of persons who attend our community colleges. The questions are quickly and easily answered by checking the appropriate box. Because we want the study to reflect all of the different types of people who attend, it is essential that everyone who receives this questionnaire fills it out and returns it. If you have difficulty understanding the questions, contact your local Dean of Students office for assistance.

Thank you for your cooperation and assistance in this important study.

Es importante que todos que reciben este cuestionario los acaban y devuelvan por correo. Si necesita **ayuda o tiene** algunas preguntas, llame a la oficina de "Dean of Students."

Yeu cầu các bạn nhận được bản câu hỏi này điền đầy đủ và hoàn lại. Nếu các bạn cần sự giúp đỡ xin liên lạc với văn **phong** sinh-viên của trường các bạn.

凡收到此調查表格，必須填妥及將表格交回。
如需要別人協助填寫，請向學生事務主任接洽。

1. **How do you describe yourself?**

- ☐ American Indian or Alaskan native
- ☐ Asian or Pacific islander
- ☐ Filipino
- ☐ Black, Negro, or Afro-American
- ☐ Chicano, Hispanic, Mexican-American, or Spanish-speaking American
- ☐ White or Caucasian
- ☐ Other _____ (write in)

2. **Are you**

☐ Female? ☐ Male?

3. **How old are you? _____ years.**

4. **What is your current marital status?**

- ☐ Never married
- ☐ Married
- ☐ Separated, divorced, or widowed

5. **What type of educational institution did you last attend *prior to* entering this college?**

- ☐ High school or equivalent
- ☐ Regional occupational center or adult education school
- ☐ Another community college
- ☐ A California state college or university campus
- ☐ A University of California campus
- ☐ A private four-year college or university in California
- ☐ An out-of-state college or university
- ☐ A private trade, business, or vocational school

6. **Where do you live while attending school at this college?**

- ☐ Parents' home
- ☐ Relative's home
- ☐ Apartment or duplex you are renting
- ☐ House you are renting
- ☐ House you own or are buying

7. **During most of this semester/quarter at this college, did you attend classes during the . . .**

- ☐ Daytime only (before 4:30 pm)
- ☐ Evening only (4:30 or later)
- ☐ Both day and evening

8a. **Which *one* of the following reasons best describes why you are attending this college? Check the *one* that best applies.**

- ☐ Training for your first career job
- ☐ Training for a new and different career
- ☐ Training to upgrade skills on your present job
- ☐ Preparing for transfer to a four-year college
- ☐ Improving basic language or computational skills
- ☐ Other: _____ (write in)

IF PREPARING FOR TRANSFER:

8b. **Do you plan to transfer to . . . CHECK ONE**

- ☐ Another community college
- ☐ A California state college or university campus
- ☐ A University of California campus
- ☐ A private four-year college or university in California
- ☐ An out-of-state college or university
- ☐ A private trade, business, or vocational school
- ☐ Undecided

9. **Do classes at this college run on a semester or quarter basis?**

- ☐ Semester
- ☐ Quarter

10. **Are you enrolled in any credit classes at this college *now*?**

☐ No ☐ Yes

IF YES: How many credit units are you carrying?

_____ **credit units**

11. **Are you enrolled in any non-credit classes at this college *now*?**

☐ No ☐ Yes

IF YES: How many hours of scheduled instruction do you receive per week in the non-credit classes?

_____ **hours per week**

12. **Did you attend this college last semester/quarter?**

☐ No (Skip to Q. 15)

☐ Yes

IF YES:

13. **Were you enrolled in any credit classes last semester/quarter?**

☐ No ☐ Yes

IF YES: How many credit units were you carrying?

_____ **credit units**

14. **Were you enrolled in any non-credit classes last semester/quarter?**

☐ No ☐ Yes

IF YES: How many hours of scheduled instruction were you receiving per week in the non-credit courses?

_____ **hours per week**

15. **How many units of credit in total will you have earned at this college at the end of this semester/quarter?**

_____ **credit units**

16. **What was your highest level of educational achievement prior to taking classes at this college?**

- ☐ Elementary/grade school
- ☐ High school diploma or equivalent
- ☐ Certificate of achievement
- ☐ Associate of Arts or Science degree (two-year)
- ☐ Baccalaureate degree (four-year)
- ☐ Masters degree
- ☐ Professional or doctoral degree

17. **How many college-level units had you completed prior to coming to this college? (If you earned semester and/or quarter units separately, indicate the number of each type of unit completed.)**

Semester units _____

Quarter units _____

18. **What was your approximate cumulative grade point average (GPA) for all work you have done *at this school* as of the last grading period?**

- ☐ 3.5 and above
- ☐ 3.0 – 3.4
- ☐ 2.5 – 2.9
- ☐ 2.0 – 2.4
- ☐ 1.5 – 1.9
- ☐ 1.4 or less
- ☐ I have not completed any courses at this school.
- ☐ My courses at this school are not graded.

The following questions are about how you finance your education.

19. **While classes are in session, how many hours on an average, if any, do you work at a job per week?**

- ☐ None
- ☐ Less than 10
- ☐ 10 to 14
- ☐ 15 to 19
- ☐ 20 to 24
- ☐ 25 to 29
- ☐ 30 to 34
- ☐ 35 to 39
- ☐ 40 or more

20. **What was *your* total income, if any, in 1983? Include your spouse's income if married. Do not include any money received through student loans or scholarships. Include *all* income from salaries, wages, net business or farm earnings, and benefits such as pensions, social security, or veterans benefits, interest and dividends, child support, public assistance, unemployment compensation, spousal support . . .**

- ☐ None
- ☐ Less than $1,800
- ☐ $1,801 to $3,000
- ☐ $3,001 to $6,000
- ☐ $6,001 to $12,000
- ☐ $12,001 to $18,000
- ☐ $18,001 to $24,000
- ☐ $24,001 to $36,000
- ☐ $36,001 to $48,000
- ☐ More than $48,000

21. **How many people *other than yourself (and your spouse if married)* are dependent on you (and your spouse) for financial support?**

- ☐ None
- ☐ One
- ☐ Two
- ☐ Three
- ☐ Four
- ☐ Five or more

22. **During this school year, did you receive money from any of the following public assistance programs — AFDC, SSI, or general assistance?**

- ☐ Yes
- ☐ No

23. **Did your parents or legal guardians claim you as an income tax dependent . . .**

	YES	NO
a. in 1980?	☐	☐
b. in 1981?	☐	☐
c. in 1982?	☐	☐
d. in 1983?	☐	☐

24. **What was your parents' total income from *all* sources in 1983? Include *all* income from salaries, wages, and benefits such as pensions, social security or veterans benefits, interest and dividends, welfare, child support, etc.?**

- ☐ Less than $6,000
- ☐ $6,000 to $12,000
- ☐ $12,001 to $18,000
- ☐ $18,001 to $24,000
- ☐ $24,001 to $30,000
- ☐ $30,001 to $36,000
- ☐ $36,001 to $48,000
- ☐ $48,001 to $60,000
- ☐ More than $60,000
- ☐ I have no idea what my parents' income was.

25. **How many people *other than yourself* or *your parents* are dependent on your parents for financial support?**

- ☐ None
- ☐ One
- ☐ Two
- ☐ Three
- ☐ Four
- ☐ Five or more

26. **How much money did your parents contribute to support your education during the 1983-84 school year?**

- ☐ Nothing
- ☐ $1 to $200
- ☐ $201 to $400
- ☐ $401 to $600
- ☐ $601 to $800
- ☐ $801 to 1,000
- ☐ $1,001 to $1,200
- ☐ $1,201 to $1,400
- ☐ $1,401 to $1,600
- ☐ More than $1,600

27. **What will be the total amount of scholarships, fellowships, and grant assistance awarded to you for this academic year? Include Pell Grants, Cal Grants, SEOG, or EOP/S Grants, or any other scholarships, fellowships, or grants you received or will have received. Do not include amounts you borrowed or the income from any job you held.**

- ☐ Nothing
- ☐ Under $200
- ☐ $200 to $500
- ☐ $501 to $1,000
- ☐ $1,001 to $2,000
- ☐ $2,001 to $3,000
- ☐ $3,001 to $4,000
- ☐ $4,001 to $6,000
- ☐ $6,001 to $8,000
- ☐ More than $8,000

28. **Have you applied for financial aid for the next fall semester/quarter?**

- ☐ Yes
- ☐ No, but I intend to apply.
- ☐ No, and I do not intend to apply.

29. **How much did you borrow this year to help pay for your educational expenses? Include loans from this college, from banks, or from private sources such as friends or family.**

- ☐ Nothing
- ☐ Under $200
- ☐ $200 to $500
- ☐ $501 to $750
- ☐ $751 to $1,000
- ☐ $1,001 to $1,500
- ☐ $1,501 to $2000
- ☐ $2,001 to $2,500
- ☐ $2,501 to $3,000
- ☐ More than $3,000

30. **How much do you spend *each month* on transportation to and from classes? Include gasoline, applicable portion of automobile service and upkeep, bus fares, and the like.**

- ☐ Nothing
- ☐ Less than $10 per month
- ☐ $10 to $20 per month
- ☐ $21 to $30 per month
- ☐ $31 to $40 per month
- ☐ $41 to $50 per month
- ☐ More than $50 per month

31 **How much do you spend *each month* on child care as a result of attending classes?**

- ☐ Nothing
- ☐ Less than $20 per month
- ☐ $20 to $40 per month
- ☐ $41 to $60 per month
- ☐ $61 to $80 per month
- ☐ $81 to $100 per month
- ☐ More than $100 per month

32 **How much did you spend this *semester/quarter* on books and supplies?**

- ☐ Less than $20 per semester/quarter
- ☐ $20 to $60 per semester/quarter
- ☐ $61 to $90 per semester/quarter
- ☐ $91 to $120 per semester/quarter
- ☐ $121 to $150 per semester/quarter
- ☐ $151 to $180 per semester/quarter
- ☐ More than $180 per semester/quarter

33 **How much did you pay in total this *semester/quarter* for parking, instructional materials, health and other fees at this college?**

- ☐ Nothing
- ☐ Less than $10
- ☐ $10 to $20
- ☐ $21 to $30
- ☐ $31 to $40
- ☐ $41 to $50
- ☐ $51 to $60
- ☐ $61 to $70
- ☐ $71 to $80
- ☐ More than $80

34a **Did you pay nonresident tuition this semester/quarter?**

- ☐ No
- ☐ Yes

IF YES:

34b **How much?**

- ☐ $600 or less
- ☐ $601 to $700
- ☐ $701 to $800
- ☐ $801 to $900
- ☐ $901 to $1,000
- ☐ $1,001 to $1,100
- ☐ $1,101 to $1,200
- ☐ $1,201 to $1,300
- ☐ $1,301 to $1,400
- ☐ More than $1,400

35a **In the Fall, 1984, do you plan to . . .**

- ☐ Attend your present campus
- ☐ Not enroll in college
- ☐ Transfer to another school
- ☐ Other: _____ (write in)
- ☐ Undecided

IF YOU PLAN TO TRANSFER:

35b **Do you plan to transfer to . . .**

- ☐ A regional occupational center or adult school
- ☐ Another community college
- ☐ A California state college or university campus
- ☐ A University of California campus
- ☐ A private four-year college or university
- ☐ An out-of-state college or university
- ☐ A private trade, business or vocational school
- ☐ Undecided

36a **Did you enroll in noncredit courses this semester/quarter?**

- ☐ No
- ☐ Yes

IF YES:

36b **If a fee of $15 had been charged for each noncredit course this semester/quarter, what would you most likely have done? (Check *one* response.)**

- ☐ Take same number of noncredit courses.
- ☐ Take fewer noncredit courses.
- ☐ Transfer to adult school.
- ☐ Transfer to Regional Occupational Center.
- ☐ Transfer to a private trade, business or vocational school.
- ☐ Drop out of school entirely.
- ☐ Other _____ (write in)

Thank you very much for your help. Please return this questionnaire in the envelope provided to:

FIELD RESEARCH CORPORATION
234 Front Street
San Francisco, CA 94111

College/district: _____

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
1107 NINTH STREET
SACRAMENTO, CALIFORNIA 95814
(916) 445-8752

Dear

The California community college system is conducting a major study to determine the characteristics of persons who attend the community colleges in California. You were chosen as part of a carefully selected scientific sample of students across the state in the 106 colleges.

This is an extremely important study, and it is therefore essential that everyone who receives a questionnaire fills it out and returns it in the enclosed envelope.

The answers you give will be absolutely confidential and your responses will never be linked to you personally. The data will be tabulated by Field Research Corporation, a highly respected research organization.

If you have any trouble understanding the questions or if you need help in filling out the form, please contact your local Dean of Students' office. Someone there will be happy to help you.

Please take a few moments right now to answer these questions and put your response in the mail to us. We need your cooperation to be sure this study gives us an accurate picture of all of our students as well as their needs, especially their financial needs.

Thank you very much for your cooperation and assistance in this very important study.

Sincerely,

Gerald C. Hayward
Chancellor

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
1107 NINTH STREET
SACRAMENTO, CALIFORNIA 95814
(916) 445-8752

April 6, 1984

TO: Participants in Spring 1984 Student Survey

FROM: Chuck McIntyre
Director, Analytical Studies

Attached are instructions for drawing the student sample we discussed over the phone. Once the sample is drawn, Field Research Corporation, working for us under contract, will proceed to collect and process the data.

The sample (one of every 24 students) should be drawn and submitted separately for each of your colleges on the attached list. You'll note that Field Corporation needs the labels and/or list of students by April 16th. This tight timeframe is necessary if we are to sample and follow-up by mail and by phone prior to the end of the term.

Naturally, we will be glad to share the data collected with you when it becomes available. If you're interested in the data being collected, we'll be happy to send you a copy of the questionnaire and other information on the survey objectives and design.

This survey, required by AB 1XX (1984), will enable us to begin analyzing the impact upon students of the upcoming mandatory fee. We appreciate your cooperation. If you foresee any problems with our request, please give us a call at (916) 445-0102.

Thanks once again for your help.

Attachment

Field Research Corporation
234 Front Street
San Francisco, CA 94111

INSTRUCTIONS FOR DRAWING SAMPLE OF STUDENTS FOR FEE IMPACT STUDY

Shown below are the instructions we would like you to follow in selecting a sample of students from your institution for a study to measure the impact of the "mandatory fee" on community college enrollments.

Sample Universe

The sample is to be drawn from your total active enrollment as of the first census. If you are in the process of, or have completed, your second census we still want the sample drawn from the first census if possible. Only if you are continually purging your file and/or your first census file is no longer available should you use your current active file as a substitute. If you do so, please indicate this on the sample when you send it to Field Research Corporation.

Sample Selection Procedures

Beginning with a random number between one and 24, you are to pull every 24th name from the file. This will yield a random sample of your enrollment with each type of student included in proportion to population.

Output

For each sampled student, we need the following information:

Name
Address
Telephone number (if available)
Ethnicity *

* Identification of ethnicity is essential for the purposes of the study. We understand that there will be some "unknowns" but it is important that ethnicity be specified for the large majority of the sample. If you cannot supply ethnicity, please contact _____ immediately so that proper adjustments can be made in the overall sample.

Format

Since this study is to be conducted by mail with telephone follow-ups, we would ideally like to have the sample in the following form:

> 4 sets of gummed labels--2 sets should be mailing labels showing name and address. The other 2 sets should be mailing labels with telephone and ethnicity included as part of the label. (This second set will be used for sample control and follow-ups on non-responders.)

Another acceptable option would be to provide 2 sets of gummed mailing labels (namd and address only) accompanied by a separate listing showing 1) name, 2) address, 3) telephone number and 4) ethnicity.

If you cannot provide labels at all, a list of the sampled students indicating 1) name, 2) address, 3) telephone number (if available) and 4) ethnicity is also acceptable.

As soon as possible, the sample should be sent to:

Field Research Corporation
234 Front Street
San Francisco, CA 94111

Timing

In order to complete the study before the end of the term we must have the sample in our hands no later than April 16. We recognize that we are asking for a very quick turnaround on this, but we need to allow for two mailings plus the telephone follow-ups plus some on-site follow-ups before the end of the term and time is very critical.

We very much appreciate your cooperation in this important study. If you have any questions about the sample, you should call _____.

Thank you very much.

CHANCELLOR'S OFFICE

CALIFORNIA COMMUNITY COLLEGES
1107 NINTH STREET
SACRAMENTO, CALIFORNIA 95814
(916) 445-8752

May 10, 1984

TO: Superintendents/Presidents
Chief Student Services Officers

FROM: Gerald C. Hayward
Chancellor

SUBJECT: FEE IMPACT STUDY

First, I want to thank you for the fine work you and your staff did to provide Field Research Corporation with a sample of your enrollments for use in the Fee Impact Study. Despite the very short time frame, all 62 campuses responded. We very much appreciate your efforts and hope that you will pass along our thanks to all those who helped.

Because it is so essential that we get an accurate reading on the makeup of our enrollments before the fee is imposed, we must do everything we can to obtain as high a rate of return on the mailout as possible. In total, 10,000 questionnaires were mailed out. We hope to get back 75% to assure that we have an accurate reading.

I am, therefore, requesting your help in two further ways:

1. ANNOUNCING THE SURVEY TO STUDENTS

   The first mailing took place April 24-26. A second follow-up mailing to the non-responders is scheduled for May 9-11. During the following week (week of May 14), we would like all faculty members in your college(s) that are part of the sample to make announcements to their classes about the survey and to encourage students who received a questionnaire to fill it out and mail it in. To make this as easy as possible, we have enclosed a supply of printed messages. These need to be put into faculty members' mail boxes sometime prior to May 14.

2. ON-SITE FOLLOW-UP OF NON-RESPONDERS

   We anticipate that not all students will respond, even with two mailings and the above reminder. Therefore, we are asking each sampled college to help us follow-up those who have not responded. Here is what we propose:

a. Field Research Corporation will send to the Chief Student Services Officers of the sample colleges a list of non-responders sometime around May 29th. We want to allow ample opportunity for responses to come from the mailings, but we need to do this before the end of the term. For most colleges, the weeks prior to and the week just after Memorial Day seems best for this purpose.

b. When colleges receive the list, they need to notify each non-responder that he/she should come to a central place (Admissions or some other Office, Room Number) to "provide important information needed by the college."

c. When students arrive at the designated place, they should be given a questionnaire to fill out. They should fill it out on the spot and each day the questionnaires should be returned to Field Research Corporation.

We have contacted your Chief Student Service Officer(s) about coordinating this effort. With your permission, we would like to work out an effective procedure with them for notifying students that would represent the least burden to your staff.

For this part of the survey, Field Research Corporation will provide:

- the names of non-responders
- an adequate supply of questionnaires
- postage-paid return envelopes for the questionnaires to be returned to Field Research Corporation

After your college(s) has (have) completed this on-site follow-up, Field Research Corporation will make up to four attempts by telephone, on different days and at different times of day, to interview the remaining non-responders.

I know this on-site follow-up will require more effort on your part. However, this study is so important that we must do all that we can to assure its accuracy. I hope that you can help us on this and I deeply appreciate your continued cooperation.

Any questions about this process should be directed to Chuck McIntyre (916) 324-2366 or Leonard Shymoniak in the Analytical Studies Unit at (916) 324-2357 or Juan G. Cruz in the Student Services Unit at (916) 324-2362.

Attached for your information is a copy of the mail questionnaire.

cc: Chuck McIntyre
Ron Dyste

May 8, 1984

TO: All Faculty

FROM: President's Office

SUBJECT: ANNOUNCEMENT REGARDING ENROLLMENT STUDY

The State Legislature has asked the Chancellor's Office of the California Community Colleges to conduct a survey of community college student characteristics, financial aid needs and academic workload. This information will be used to assess the effect of the recently-legislated mandatory fee.

A questionnaire mailed late in April to a scientific sample of students is being used to collect this information. A high response rate is needed to obtain accurate and reliable information on all students sampled in this study.

Some of your students may be among those sampled. I am asking each of you, therefore, to make (or paraphrase) the following announcement to each of your classes beginning with the week of May 14.

Thanks very much.

ANNOUNCEMENT

The Chancellor's Office of the California Community Colleges is currently conducting a survey of students. The purpose of the survey is to obtain information on student characteristics, financial aid needs and academic workload. This information will be used to evaluate the effects of next year's mandatory fee on college enrollments.

It is essential that if you received a questionnaire, you fill it out and return it in the envelope provided. If you fail to fill out the questionnaire, it could mean that people like yourself will be under-represented in the survey. So, if any of you have received a questionnaire, please fill it out and mail it in today. Don't forget. If you have problems with the questionnaire (I can help) (go to the Dean of Students Office for help).

Field Research Corporation
FRC
PUBLIC OPINION RESEARCH

MEMORANDUM

To: Colleges Participating in Enrollment Study

From: Field Research Corporation

Re: On-Site Follow Ups on Non-responders

Date: May 23, 1984

We understand that you will be handling the follow up effort on students who have not responded to the current Enrollment Survey. This memorandum describes the procedures we believe would be most effective in getting responses from those who have not yet responded.

First, by way of background: We mailed a total of 10,120 questionnaires to a scientifically selected sample of students on April 25-27. A second follow up mailing was made to the non-responders on May 14-15. As of today, we have a total completion rate of 42%. However, the completion rate varies considerably by ethnic group: 49% for Whites, 49% for Asians, 32% for Blacks and 36% for Hispanics. By the middle of next week, we anticipate the overall return rate will be close to 50% although it will probably remain lower for Blacks and Hispanics. With your efforts and the telephone follow up effort that we will be making after the on-site work has been done, we hope to get the return rate to something close to 75%. This can be done if the colleges help in contacting students before the end of term.

Return Rate for Your College

In total, _____ of your students received a questionnaire. As of this time, _____ have responded.

While we are still receiving questionnaires from the May 14-15 mailing (second mailing), we recognize that some colleges need to start follow up work immediately. We are, therefore, enclosing:

(1) A list of non-responders as of this date*
(2) A supply of questionnaires (one for each non-responder)
(3) A supply of return envelopes (one for each non-responder)

* The names that do not have a line through them are the non-responders.

The California Poll...Fieldscope

214 FRONT STREET · SAN FRANCISCO 94111 · (415) 392-5763 ESTABLISHED 1945

We believe that the best way to get non-responders to fill out the questionnaire would be to contact each of them and ask him/her to come to a particular place for "information essential to the college." When the person comes to that place, someone must be there to:

(1) look up his/her name on the non-responder list (enclosed)

(2) put his/her ID number on the questionnaire (in the lower right hand corner of the last page)

(3) give him/her the questionnaire to fill out on the spot

(4) take back the questionnaire, put it in the envelope and return it to us.

(5) write in "complete" opposite person's name on the non-responder list

Some colleges have asked about making telephone reminder calls. While reminder calls might help somewhat, we believe that once you get in touch with the person, it will be far more effective to "summon" them to a central place and have them fill out the questionnaire on the spot.

Importance of ID Number

The list of non-responders includes a six digit ID number written in by hand opposite the person's name. This is our control number--the method by which we keep track of who has responded and who has not. It also tells us the person's ethnicity and the college. It is ESSENTIAL that this number be written in on the lower right hand corner of the last page of the questionnaire where it says "College/District." Questionnaires that do not have this number will NOT be usable. Thus, be sure that the people you have working on this understand they must fill in this number when they give the questionnaire to a non-responder to fill out. (It also assures that only persons who were originally selected for inclusion are included.)

Updating the Non-responder List

Returns are still coming in from the second mailing and will continue to come in until about May 30 or so. We anticipate a fairly heavy mail on Tuesday, May 29. It takes us about a day to check off the returns, but by late Wednesday, May 30, we should have an updated list. We will send out this list as soon as it is available. Meanwhile, if you have to get started before then, you need not wait for it.

We very much appreciate your help in trying to get as high a rate of response as possible from this very important study. We understand that this may involve considerable time and effort on your part, but it is absolutely essential if we are to achieve the high rates of return needed to assure accuracy. If you have any questions, please do not hesitate to call:

Eleanor Murray (for general questions)

Bonny Beschta or Fred Bove (for questions about non-responder lists and updates)

at Field Research Corporation 415-392-5763.

Again, thank you very much for your help.

Appendix C

Survey Universe and Sample Schools Compared

This section contains:

Tables comparing the survey universe and the sample of schools

A breakdown of the sample schools by probability of enrollment change (a special index developed by the Analytical Studies Unit, Office of the Chancellor)

ORIGINAL SAMPLE OF COLLEGES (N=62)

	TOTAL UNIVERSE	SAMPLE SCHOOLS
TOTAL	1223867	721477
AMERICAN INDIAN	17239 1%	10132 1%
ASIAN	101681 8%	71523 10%
BLACK	98947 8%	77039 11%
WHITE	714725 58%	387080 54%
HISPANIC	147173 12%	97761 14%
FILIPINO	23476 2%	14642 2%
OTHER	31750 3%	15149 2%
UNKNOWN	89132 7%	48151 7%

ORIGINAL SAMPLS OF COLLEGES (N=62)

	TOTAL UNIVERSE	SAMPLE SCHOOLS
TOTAL	1223867	721477
FULL TIME	287167 23%	168088 23%
PART TIME	785317 64%	462669 64%
NON-CREDIT	151383 12%	90720 13%

ORIGINAL SAMPLE OF COLLEGES (N=62)

	TOTAL UNIVERSE	SAMPLE SCHOOLS
TOTAL	1223857	721477
UNDER 18	65404 5%	53516 7%
AGE 18	100835 8%	56755 8%
AGE 19	111925 9%	63522 9%

ORIGINAL SAMPLE OF COLLEGES (N=62)

	TOTAL UNIVERSE	SAMPLE SCHOOLS
TOTAL	111	62
HIGH PROBABILITY	30 27%	16 26%
MEDIUM PROBABILITY	34 31%	20 32%
LOW PROBABILITY	35 32%	20 32%
NOT AVAILABLE	12 11%	6 10%

FILE: Cyong
IXAREA

FALL 1982 TO FALL 1983 ENROLLMENT CHANGE AND
1982-83 PERCENT RESERVE BY COLLEGE*

COLLEGES WITH HIGH PROBABILITY OF ENROLLMENT INCREASE FOR FALL 1984 1/

COLLEGE CODE	COLLEGE	% RESERVE	% CHANGE ENROLL.
13 5 5700	IMPERIAL	4.3	-25.9
30 5 230	NORTH ORANGE ADULT	13.3	-24.4
36 5 5941	SAN BERNARDINO	11.5	-21.9
28 5 5401	NAPA	9.9	-21.1
01 5 2355	CHABOT	22.5	-14.0
09 5 0014	LAKE TAHOE	7.8	-21.9
47 5 2002	SISKIYOU	5.1	-19.6
19 5 2285	EL CAMINO	15.4	-12.5
01 5 2363	VISTA	0	-21.5
19 5 3652	L.A. HARBOR	1.9	-19.7
33 5 5658	PALO VERDE	3.3	-18.4
10 5 2406	FRESNO	14.7	-12.6
19 5 9527	WEST L.A.	1.9	-17.5
19 5 1540	CERRITOS	3.3	-17.2
36 5 2112	CRAFTON HILLS	11.5	-13.6
30 5 6090	SANTA ANA	13.1	-10.7
27 5 2707	MONTEREY PENINSULA	5.6	-14.3
18 5 4207	LASSEN	5.1	-14.7
43 5 8610	MISSION	10.9	-11.9
19 5 9535	L.A. MISSION	1.9	-15.9
36 5 2104	CHAFFEY	4.7	-14.8
56 5 3217	OXNARD	5.0	-13.0
30 5 0010	COASTLINE	5.5	-12.9
49 5 6900	SANTA ROSA	8.7	-10.1
24 5 4759	MERCED	9.9	-10.6
43 5 8602	WEST VALLEY	10.9	- 9.4
01 5 6109	OHOLNE	13.6	- 8.4
39 5 6703	SAN JOAQUIN DELTA	16.5	- 7.1
36 5 7905	VICTOR VALLEY	22.4	- 2.9
33 5 4032	MT. SAN JACINTO	12.2	-13.2
37 5 5428	PALOMAR	8.9	- 9.5
54 5 0713	SEQUOIAS	23.4	- 0.9
10 5 5235	KINGS RIVER	14.7	- 5.2

SOURCE: STUDENT DATA FILE, CHANCELLOR'S OFFICE INFORMATION SYSTEM; CHANCELLOR'S OFFICE SURVEY ON IMPACT OF 1983-84 FUNDING CUT (JANUARY, 1984).

* Does not include Evergreen, Marin, San Jose and Santa Barbara

1/ The colleges are listed in a continuum such that Imperial has the highest potential for enrollment recovery while Columbia has the lowest potential for enrollment growth.

FALL 1982 TO FALL 1983 ENROLLMENT CHANGE AND
1982-83 PERCENT RESERVE BY COLLEGE*

COLLEGES WITH MEDIUM PROBABILITY OF ENROLLMENT INCREASE FOR FALL 1984 1/

COLLEGE CODE	COLLEGE	% RESERVE	% CHANGE ENROLL.
34 5 1242	COSUMNES	4.0	- 7.8
19 5 3843	L.A. PIERCE	1.9	-10.3
44 5 0763	CABRILLO	7.0	- 6.8
19 5 2175	EAST L.A.	1.9	-10.8
19 5 3967	L.A. VALLEY	1.9	-10.1
37 5 8075	SOUTHWESTERN	9.0	- 5.2
19 5 3876	L.A. SOUTHWEST	1.9	-12.8
45 5 6957	SHASTA	16.0	- 1.0
19 5 2571	GLENDALE	14.1	- 2.1
31 5 7302	SIERRA	12.7	- 2.7
30 5 2404	FULLERTON	13.3	- 3.5
19 5 0203	ANTELOPE VALLEY	9.1	- 4.7
30 5 5795	SADDLEBACK	12.5	- 4.7
41 5 7111	SKYLINE	10.9	- 5.2
43 5 1847	DE ANZA	8.0	- 6.9
42 5 2136	ALLAN HANCOCK	7.5	- 7.1
56 5 7416	VENTURA	5.0	- 9.7
07 5 2691	LOS MEDANOS	4.1	- 9.6
58 5 9251	YUBA	21.5	0.7
27 5 1295	HARTNELL	17.2	- 2.0
37 5 5097	MIRA COSTA	12.7	- 5.6
40 5 6503	CUESTA	11.3	- 6.1
30 5 1919	CYPRESS	13.3	- 5.3
41 5 1510	SAN MATEO	10.9	- 6.6
19 5 3371	LONG BEACH	9.1	- 7.0
34 5 0236	AMERICAN RIVER	4.0	-10.1
12 5 1404	REDWOODS	3.8	-10.9
01 5 2579	ALAMEDA	0	-12.0
07 5 1909	CONTRA COSTA	4.1	-11.5
19 5 3462	L.A. CITY	1.9	-12.8
10 5 1317	WEST HILLS	13.8	- 6.0
33 5 6870	RIVERSIDE	7.4	- 9.5
30 5 2826	GOLDEN WEST	5.5	-10.8
33 5 1251	DESERT	4.6	-12.1

SOURCE: STUDENT DATA FILE, CHANCELLOR'S OFFICE INFORMATION SYSTEM; CHANCELLOR'S OFFICE SURVEY ON IMPACT OF 1983-84 FUNDING CUT (JANUARY, 1984).

* Does not include Evergreen, Marin, San Jose and Santa Barbara

1/ The colleges are listed in a continuum such that Imperial has the highest potential for enrollment recovery while Columbia has the lowest potential for enrollment growth.

FALL 1982 TO FALL 1983 ENROLLMENT CHANGE AND
1982-83 PERCENT RESERVE BY COLLEGE*

COLLEGES WITH LOW PROBABILITY OF
ENROLLMENT INCREASE FOR FALL 1984 1/

COLLEGE CODE	COLLEGE	% RESERVE	% CHANGE ENROLL.
15 5 0011	CERRO COSO	1.5	- 9.7
37 5 2508	CUYAMACA	3.2	- 7.6
30 5 5258	ORANGE COAST	5.5	- 6.0
19 5 3900	L.A. TRADE TECH.	1.9	- 9.5
07 5 2683	DIABLO VALLEY	4.1	- 7.4
04 5 1153	BUTTE	5.5	- 6.4
19 5 5756	PASADENA	7.1	- 5.2
01 5 5705	MERRITT	0	- 9.6
34 5 7405	SACRAMENTO CITY	4.0	- 6.6
56 5 3209	MOORPARK	5.0	-6.0
19 5 4759	MT. SAN ANTONIO	8.3	- 3.7
38 5 0922	SAN FRANCISCO	6.9	- 4.8
01 5 4500	LANEY	0	- 8.8
37 5 3001	SAN DIEGO MIRAMAR	4.2	- 6.1
19 5 8255	SANTA MONICA	9.4	- 2.3
48 5 8254	SOLANO	4.6	- 5.1
23 5 0015	MENDOCINO	6.3	- 4.3
41 5 0629	CANADA	10.9	- 0.8
37 5 700	SAN DIEGO ADULT	4.2	- 4.9
15 5 0508	BAKERSFIELD	1.5	- 4.3
37 5 6632	SAN DIEGO CITY	4.2	- 2.7
54 5 3642	PORTERVILLE	1.5	- 3.2
19 5 1771	CITRUS	4.2	- 3.6
50 5 5009	MODESTO	4.8	- 2.4
43 5 2639	GAVILAN	0.3	- 3.3
37 5 6939	SAN DIEGO MESA	4.2	- 1.8
37 5 2490	GROSSMONT	3.2	- 1.7
19 5 1755	CANYONS	12.0	4.3
19 5 6580	RIO HONDO	13.9	5.8
43 5 2274	FOOTHILL	8.0	4.0
32 5 3357	FEATHER RIVER	0	3.4
15 5 5804	TAFT	20.0	12.9
19 5 1061	COMPTON	-11.8	4.1
36 5 0744	BARSTOW	15.3	18.8
55 5 0553	COLUMBIA	4.8	14.5

SOURCE: STUDENT DATA FILE, CHANCELLOR'S OFFICE INFORMATION SYSTEM; CHANCELLOR'S OFFICE SURVEY ON IMPACT OF 1983-84 FUNDING CUT (JANUARY, 1984).

* Does not include Evergreen, Marin, San Jose and Santa Barbara

1/ The colleges are listed in a continuum such that Imperial has the highest potential for enrollment recovery while Columbia has the lowest potential for enrollment growth.

Field Research Corporation
234 Front Street
San Francisco, CA 94111

05/09/84

CALIFORNIA COMMUNITY COLLEGES
INVOLVED IN FEE IMPACT STUDY

District	College
Barstow	Barstow College
Cabrillo	Cabrillo College
Cerritos	Cerritos College
Coast	Coastline College Orange Coast College
Compton	Compton Community College
Contra Costa	Contra Costa College Diablo Valley College Los Medanos College
El Camino	El Camino College
Foothill	Foothill College
Gavilan	Gavilan College
Glendale	Glendale Community College
Grossmont	Cuyamaca College Grossmont College
Hartnell	Hartnell College
Imperial	Imperial Valley College
Kern	Cerro Coso Community College
Long Beach	Long Beach City College
Los Angeles	East Los Angeles College Los Angeles City College Los Angeles Harbor College Los Angeles Mission College Los Angeles Southwest College Los Angeles Trade-Technical College West Los Angeles College
Los Rios	American River College Consumnes River College Sacramento City College
Marin	College of Marin
Merced	Merced College
Mt. San Antonio	Mt. San Antonio College
Mt. San Jacinto	Mt. San Jacinto College
Peralta	College of Alameda Laney College Merritt College Vista College
Rancho Santiago	Santa Ana College Santa Ana CED
Redwoods	College of the Redwoods
Rio Hondo	Rio Hondo College
San Bernardino	San Bernardino Valley College
San Diego	San Diego City College San Diego Educational Cultural Complex
San Francisco	City College of San Francisco San Francisco Community College Centers
San Jose	Evergreen Valley College San Jose City College
San Luis Obispo	Cuesta College
San Mateo	College of San Mateo Skyline College
Santa Clarita	College of the Canyons
Sequoias	College of the Sequoias
Shasta-Tehama-Trinity	Shasta College
Sierra	Sierra College
Sonoma County	Santa Rosa Junior College
State Center	Fresno City College
Ventura County	Moorpark College Oxnard College
West Hills	West Hills College
Yosemite	Columbia College Modesto Junior College

Appendix D

Additional Statistical Data Obtained In The Survey But Not Summarized In The Report

Included in this section are tables showing response to a number of questions asked in the survey which require further analysis to be meaningful and thus are not presented in the description of the findings. They are included here to complete the documentation of the findings from the questionnaire.

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 34

FINANCIAL AID - FEDERALLY DEFINED

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = DEPENDENT (UNWEIGHTED BASE)	2911	65	598	502	706	677	148	90	125	945	1130	119	588
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FINANCIAL AID -FEDERALLY DEFINED													
PARENTS' TOTAL INCOME													
LESS THAN $6,000	6.4	14.4	12.3	9.1	4.8	8.6	5.1	7.7	3.5	3.5	6.6	18.4	6.1
$6,000 TO $12,000	7.2	11.3	14.4	9.5	4.3	12.1	10.7	6.8	7.0	8.3	6.7	8.1	6.6
$12,001 TO $18,000	7.1	4.0	10.0	7.5	5.8	10.1	5.3	6.9	8.2	6.9	7.6	4.3	6.5
$18,001 TO $24,000	7.1	4.3	6.8	9.3	5.8	10.9	6.6	7.6	8.4	7.8	7.0	1.2	7.6
$24,001 TO $30,000	8.4	6.5	6.6	5.7	9.7	8.2	12.7	4.4	4.1	11.3	7.7	7.3	6.3
$30,001 TO $36,000	6.1	4.7	3.9	4.2	7.0	3.8	5.8	6.5	8.6	8.4	5.8	3.5	4.9
$36,001 TO $48,000	7.5	7.9	4.0	3.9	9.3	5.0	5.3	8.8	5.8	7.9	7.9	2.8	7.6
$48,001 TO $60,000	5.8	11.8	2.6	1.4	8.3	1.9	3.9	1.0	4.3	8.0	5.5	-	5.4
MORE THAN $60,000	5.6	7.5	2.3	1.9	7.9	2.3	-	7.6	2.9	7.0	5.9	4.0	4.0
I HAVE NO IDEA WHAT MY PARENTS' INCOME WAS	35.1	24.6	31.8	43.3	34.1	32.9	42.6	39.0	39.8	28.8	36.3	34.7	40.5
PARENTS ARE DESEASED	0.2	-	0.2	-	-	0.7	0.6	-	0.9	0.1	0.2	-	-
NO ANSWER	3.6	3.1	5.1	4.3	3.1	3.4	1.4	3.7	6.5	1.9	2.8	15.7	4.6
MEDIAN (X 100)	260	260	149	181	309	183	240	237	236	283	259	108	247
NETS: $1 TO $12,000	13.6	25.7	26.7	18.6	9.0	20.8	15.9	14.6	10.5	11.8	13.3	26.5	12.7
$12,001 TO $24,000	14.2	8.3	16.8	16.8	11.6	21.0	11.9	14.4	16.5	14.7	14.6	5.5	14.1
OVER $24,000	33.4	38.3	19.4	17.0	42.2	21.2	27.7	28.3	25.8	42.6	32.8	17.6	28.2

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CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 34

FINANCIAL AID - FEDERALLY DEFINED
CONTINUED

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
OWN INCOME													
NONE	15.5	13.5	26.5	30.8	9.2	21.5	28.1	18.4	18.6	17.6	13.6	23.2	14.7
LESS THAN $1,800	21.6	17.2	22.4	25.2	21.1	22.7	25.6	16.6	19.5	27.4	18.1	13.6	21.6
$1,801 TO $3,000	13.3	22.2	11.2	8.4	15.5	10.4	6.6	10.9	11.0	17.4	11.9	9.9	11.9
$3,001 TO $6,000	17.5	21.2	11.7	11.8	19.9	14.6	14.6	18.8	17.3	18.8	18.6	19.8	14.0
$6,001 TO $12,000	17.1	21.0	12.9	9.4	19.9	16.6	12.0	15.5	10.5	12.9	19.8	13.4	18.3
$12,001 TO $18,000	7.0	4.8	6.9	5.5	7.3	5.3	4.8	9.9	11.2	3.3	8.9	9.5	8.6
$18,001 TO $24,000	2.4	-	2.8	2.5	2.2	3.1	2.8	2.2	2.6	0.5	3.0	0.9	3.3
$24,001 TO $36,000	1.8	-	2.7	1.2	1.9	1.3	1.5	2.6	1.7	0.3	2.4	2.2	2.1
$36,001 TO $48,000	0.4	-	0.5	0.8	0.4	0.3	-	-	0.6	0.4	0.5	-	0.5
MORE THAN $48,000	0.3	-	0.4	-	0.3	0.5	0.6	-	0.9	*	0.5	-	0.2
NO ANSWER	2.9	-	2.0	4.3	2.3	3.7	3.4	4.9	6.0	1.2	2.7	7.4	4.8
MEDIAN (X 100)	28	28	18	13	35	22	14	32	28	21	38	29	29
NETS $1 TO $12,000	69.6	81.7	58.3	54.9	76.4	64.4	58.8	61.8	58.3	76.6	68.4	56.7	65.9
$12,001 TO $24,000	9.4	4.8	9.7	8.0	9.4	8.3	7.6	12.2	13.9	3.9	11.9	10.5	11.9
OVER $24,000	2.5	-	3.5	2.1	2.6	2.1	2.0	2.6	3.2	0.7	3.4	2.2	2.8

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CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 35

FINANCIAL AID - FEDERALLY DEFINED

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = SELF SUFFICIENT (UNWEIGHTED BASE)	4183	147	926	734	1157	680	172	130	237	579	2054	424	830
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FINANCIAL AID -FEDERALLY DEFINED													
OWN INCOME													
NONE	4.1	3.4	12.6	3.1	2.2	6.1	5.8	7.7	5.9	7.3	2.1	8.0	5.6
LESS THAN $1,800	4.7	6.3	9.1	11.8	2.8	6.7	1.6	8.1	4.0	9.2	3.7	5.7	4.4
$1,801 TO $3,000	3.2	3.9	7.1	4.7	2.4	4.4	2.7	2.9	2.0	9.5	1.9	4.6	2.9
$3,001 TO $6,000	8.1	9.2	12.6	11.6	6.6	8.9	6.9	12.8	7.8	22.3	6.3	6.3	6.4
$6,001 TO $12,000	15.7	17.8	20.1	18.1	14.5	17.6	11.2	21.2	14.7	20.1	14.9	18.9	15.0
$12,001 TO $18,000	13.5	17.0	8.7	14.8	14.3	13.8	21.2	17.8	8.3	8.9	15.6	9.1	12.7
$18,001 TO $24,000	12.9	12.3	7.7	10.6	14.3	11.0	15.5	7.6	13.8	6.1	14.7	12.3	12.3
$24,001 TO $36,000	17.4	14.6	10.2	11.7	20.1	15.3	17.0	11.3	16.2	7.3	20.4	12.7	18.5
$36,001 TO $48,000	8.2	7.0	5.1	6.2	9.7	6.4	7.7	3.8	6.7	2.8	9.3	6.4	9.4
MORE THAN $48,000	7.4	2.6	3.2	3.4	9.0	4.5	5.7	4.4	9.7	3.7	8.2	5.0	6.7
NO ANSWER	4.7	5.9	3.7	3.9	4.1	5.3	4.7	2.5	10.8	2.8	3.0	11.1	6.1
MEDIAN (X 100)	173	142	80	115	202	136	175	109	188	61	197	126	180
NETS: $1 TO $12,000	31.6	37.2	48.8	46.3	26.2	37.6	22.5	45.0	28.5	61.1	26.8	35.5	28.7
$12,001 TO $24,000	26.5	29.2	16.4	25.4	28.6	24.8	36.7	25.3	22.1	15.0	30.3	21.4	25.0
OVER $24,000	33.1	24.1	18.5	21.3	38.8	26.3	30.4	19.5	32.6	13.7	37.9	24.1	34.6

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CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 1

Q.1 HOW DO YOU DESCRIBE YOURSELF?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ETHNICITY													
AMERICAN INDIAN OR ALASKAN NATIVE	1.1	43.4	0.7	0.7	0.5	0.4	0.3	0.5	0.5	1.1	1.0	2.1	1.0
ASIAN OR PACIFIC ISLANDER	8.7	6.1	86.8	0.7	0.5	0.1	3.0	15.7	5.8	10.5	6.3	16.8	8.9
FILIPINO	2.2	0.5	1.5	0.3	0.1	0.2	88.0	1.4	3.5	2.6	2.0	2.6	2.0
BLACK, NEGRO, AFRO-AMERICAN	8.5	1.4	0.5	91.9	0.4	0.4	0.9	3.0	9.1	9.3	8.6	5.8	9.4
CHICANO, HISPANIC, MEXICAN-AMERICAN, OR SPANISH-SPEAKING AMERICAN	13.1	4.1	0.5	0.8	1.6	90.9	0.9	12.1	11.9	13.4	11.7	17.5	14.3
WHITE OR CAUCASIAN	62.2	38.1	2.5	2.3	94.7	3.9	4.2	32.8	63.0	57.8	66.5	50.4	60.5
OTHER	3.4	4.1	7.1	2.1	1.9	2.7	0.6	28.8	5.2	4.2	3.2	3.5	3.1
NO ANSWER	0.8	2.2	0.4	1.2	0.4	1.3	2.1	5.8	1.0	1.1	0.7	1.3	0.7

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CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 16

Q 13 WERE YOU ENROLLED IN ANY CREDIT CLASSES LAST SEMESTER/QUARTER?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = ATTENDED THIS COLLEGE LAST SEMESTER/QUARTER (UNWEIGHTED BASE)	4626	134	1001	826	1182	901	210	135	237	1293	2075	321	734
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ENROLLED IN ANY CREDIT CLASSES LAST SEMESTER/ QUARTER													
YES, WAS ENROLLED IN CREDIT CLASSES	88.5	96.0	77.2	91.2	91.1	86.2	89.0	89.9	80.5	98.9	97.0	15.3	86.8
NO, WASN'T ENROLLED IN ANY CREDIT CLASSES	11.5	4.0	22.8	8.8	8.9	13.8	11.0	10.1	19.5	1.1	3.0	84.7	13.2
NO ANSWER	-	-	-	-	-	-	-	-	-	-	-	-	-

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CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 17

Q.13 IF YES: HOW MANY CREDIT UNITS WERE YOU CARRYING?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = ENROLLED IN CREDIT CLASSES LAST SEMESTER/QUARTER (UNWEIGHTED BASE)	4116	129	808	762	1083	813	192	123	206	1271	2005	43	631
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER OF CREDIT UNITS CARRYING (ANSWERS SHOWN IN SEMESTER UNITS)													
1-5	31.6	28.2	28.2	23.4	35.4	24.5	22.8	27.1	30.1	3.5	42.2	44.3	42.2
6-8	19.3	22.1	17.9	21.8	18.1	23.0	25.2	15.8	20.9	7.8	25.9	13.1	18.1
9-11	13.9	17.9	12.5	15.4	13.2	13.7	19.8	12.8	17.4	13.0	15.9	5.3	10.2
12 OR MORE	31.3	29.4	37.8	35.7	29.7	34.0	27.2	39.2	25.7	73.9	14.1	14.0	23.8
NO ANSWER	3.5	2.4	3.2	3.6	3.0	4.7	4.5	5.1	5.4	1.8	1.9	23.4	4.5
AVERAGE	8.2	8.3	8.9	8.9	7.9	8.7	8.3	8.7	7.9	12.5	6.5	6.6	7.2

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CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 18

Q.14 WERE YOU ENROLLED IN ANY NON-CREDIT CLASSES LAST SEMESTER/QUARTER?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = ATTENDED THIS COLLEGE LAST SEMESTER/QUARTER (UNWEIGHTED BASE)	4626	134	1001	826	1182	901	210	135	237	1293	2075	321	734
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ENROLLED IN NON-CREDIT CLASSES LAST SEMESTER/QUARTER													
YES, WAS ENROLLED IN NON-CREDIT CLASSES	15.5	10.0	28.1	10.9	12.6	18.4	15.5	16.6	24.6	6.4	6.7	91.0	16.2
NO, WASN'T ENROLLED IN NON-CREDIT CLASSES	84.5	90.0	71.9	89.1	87.4	81.6	84.5	83.4	75.4	93.6	93.3	9.0	83.8
NO ANSWER	-	-	-	-	-	-	-	-	-	-	-	-	-

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CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 19

D 14 **IF YES HOW MANY HOURS OF SCHEDULED INSTRUCTION WERE YOU RECEIVING PER WEEK IN THE NON-CREDIT COURSES?**

		ETHNICITY								ACADEMIC LOAD			
	TOTL ****	NA-TIVE AMER-ICAN ****	A-SIAN ****	BLCK ****	WHTE ****	HIS-PNIC ****	FILI-PINO ****	OTHR ****	DN'T KNOW ****	FULL TIME ****	PART TIME ****	NON-CRDT ****	NO CRDT/ NON-CRDT ****
BASE = ENROLLED IN NON-CREDIT CLASSES LAST SEMESTER/QUARTER (UNWEIGHTED BASE)	701	13	246	82	143	126	28	20	43	86	159	295	123
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER OF SCHEDULED INSTRUCTION HOURS RECEIVED PER WEEK IN NON-CREDIT COURSES													
1	2.3	-	1.5	3.7	3.5	0.6	-	4.6	-	3.6	3.9	1.9	1.1
2	12.3	7.8	4.2	5.3	18.1	4.4	16.7	8.3	13.6	15.1	18.4	8.0	11.8
3 - 4	37.6	53.9	21.7	36.7	47.5	23.6	30.9	36.0	37.4	52.2	43.1	31.3	43.2
5 - 6	14.7	15.6	15.4	26.4	11.9	15.6	14.2	8.3	19.5	13.6	11.5	15.2	17.9
7 - 9	6.0	8.5	9.6	4.3	3.5	13.3	4.6	4.6	3.3	2.3	5.8	7.0	5.1
10-14	8.2	7.8	19.7	5.4	2.1	19.3	13.8	16.1	1.7	-	4.5	13.1	5.7
15-19	5.7	-	12.3	2.0	1.5	10.4	2.6	17.3	8.3	1.7	1.5	10.6	2.0
20 OR MORE	7.9	6.3	10.9	9.6	7.7	8.9	3.5	-	5.0	4.1	4.7	9.3	7.6
NO ANSWER	5.3	-	4.7	6.5	4.1	3.9	13.7	4.6	11.3	7.4	6.6	3.6	5.5
AVERAGE	7.0	6.7	9.4	7.2	5.7	9.3	6.5	7.0	6.0	4.6	5.6	8.1	6.4

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CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 28

Q.21 HOW MANY PEOPLE OTHER THAN YOURSELF (AND YOUR SPOUSE IF MARRIED) ARE DEPENDENT ON YOU (AND YOUR SPOUSE) FOR FINANCIAL SUPPORT?

		ETHNICITY								ACADEMIC LOAD			
	TOTL ****	NA-TIVE AMER-ICAN ****	A-SIAN ****	BLCK ****	WHTE ****	HIS-PNIC ****	FILI-PINO ****	OTHR ****	DN'T KNOW ****	FULL TIME ****	PART TIME ****	NON-CRDT ****	NO CRDT/ NON-CRDT ****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER OF RESPONDENT'S DEPENDENTS													
NONE	64.0	62.9	60.5	54.4	68.0	56.6	54.3	56.1	64.2	79.3	61.2	54.5	63.2
ONE	13.7	15.4	11.7	19.6	13.3	13.8	13.3	14.8	11.8	9.0	14.6	15.4	14.2
TWO	12.5	12.8	11.8	13.3	11.7	14.6	15.1	16.5	13.5	5.3	14.6	15.0	13.0
THREE	5.1	5.3	6.7	6.7	4.1	7.3	7.2	6.5	4.5	3.1	5.9	4.7	4.8
FOUR	2.0	0.5	4.0	3.0	1.1	3.4	6.5	1.8	2.9	1.6	1.6	3.0	2.6
FIVE OR MORE	1.8	2.7	4.3	1.5	1.2	3.2	2.7	2.9	1.6	1.1	1.5	5.0	1.5
NO ANSWER	0.9	0.5	0.9	1.6	0.6	1.0	0.9	1.5	1.6	0.6	0.6	2.3	0.8

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 37

Q. 25 HOW MANY PEOPLE OTHER THAN YOURSELF OR YOUR PARENTS ARE DEPENDENT ON YOUR PARENTS FOR FINANCIAL SUPPORT?

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NATIVE AMERICAN	ASIAN	BLCK	WHTE	HISPNIC	FILIPINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NUMBER OF PEOPLE DEPENDENT ON PARENTS (OTHER THAN RESPONDENT)													
NONE	51.2	57.7	52.7	46.6	53.8	40.3	39.0	45.3	55.5	37.1	54.3	55.4	52.5
ONE	16.0	13.0	11.7	14.9	18.5	12.3	11.6	14.7	10.0	23.6	15.2	5.8	17.2
TWO	10.9	10.8	10.4	12.5	10.5	14.0	14.1	8.1	8.2	16.2	9.9	7.2	11.1
THREE	5.3	6.8	5.8	5.8	4.2	9.2	11.9	5.5	4.0	8.2	5.1	2.9	4.5
FOUR	2.9	1.2	4.3	5.4	1.8	5.6	7.2	4.0	2.2	4.8	2.2	2.6	3.3
FIVE OR MORE	3.3	0.4	5.0	5.0	1.7	7.9	8.1	9.0	2.1	5.3	3.0	2.8	2.9
NO ANSWER	10.5	10.1	10.1	9.9	9.5	10.8	8.0	13.4	18.0	4.8	10.3	23.3	8.4

CALIFORNIA COMMUNITY COLLEGES
ENROLLMENT STUDY

TABLE 53

METHOD OF OBTAINING COMPLETED QUESTIONNAIRES

		ETHNICITY								ACADEMIC LOAD			
	TOTL	NA-TIVE AMER-ICAN	A-SIAN	BLCK	WHTE	HIS-PNIC	FILI-PINO	OTHR	DN'T KNOW	FULL TIME	PART TIME	NON-CRDT	NO CRDT/ NON-CRDT
	****	****	****	****	****	****	****	****	****	****	****	****	****
BASE = TOTAL SAMPLE (UNWEIGHTED BASE)	7094	212	1524	1236	1863	1357	320	220	362	1524	3184	543	1418
WEIGHTED BASE	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
METHOD OF DATA COLLECTION													
MAIL	81.6	80.4	85.9	75.8	82.7	78.6	81.3	79.9	80.1	90.3	87.3	81.0	58.5
TELEPHONE	15.3	17.8	10.3	21.4	14.5	17.0	16.8	14.6	16.9	7.3	10.6	13.0	37.1
COLLEGES	3.1	1.7	3.9	2.8	2.7	4.4	1.8	5.4	3.0	2.4	2.1	6.0	4.5

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